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ABSTRACT

This final report presents the chronology of planning and operating a Title III grant. The following activities in the Abington School District, Abington, Pennsylvania, were financed in part by the Title III grant: (1) inservice training--teachers learned new approaches and techniques for individualizing instruction involving the use of different media; (2) independent study--an existing program was supplemented with additional staff, equipment, and materials; (3) individualized instructional projects--the materials, resources, and personnel to develop many specially designed individualized learning materials were made available; (4) media and technology--the application of media to individualizing learning was achieved through the purchase of additional hardware and the establishment of a media center with trained personnel. The report extensively documents the above projects. Also included are a financial report and an evaluation of the effectiveness of the program and its effect on the school district. [Not available in hard copy due to marginal legibility of original document.] (MLF)

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CENTER FOR INDIVIDUALIZED LEARNING

Final Report

Projects #2022, #4194

Title III, P.L. 89-10

ABINGTON SCHOOL DISTRICT
ABINGTON, PENNSYLVANIA

EA 002 718

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CENTER FOR INDIVIDUALIZED LEARNING

End of Period Report

TITLE III PROJECTS

PLANNING GRANT #OEG 1-7-66-2022-0343

OPERATIONAL GRANT #OEG 0-8-07-4194-1756

October 1, 1966 to August 31, 1968

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Submitted by

The Abington School District
Abington, Pennsylvania
November, 1968

TABLE OF CONTENTS

	<u>Page No.</u>
Part I - Statistical: Title III Data Form.....	1
Part II - Narrative: End of Grant Period Report.....	6
A. Results of Activities	
1. Introduction.....	7
2. Chronology of Planning and Operation	8
3. Objectives	10
4. Organization and Reporting of Activities	14
a. Inservice Training.....	14
b. Independent Study.....	21
c. Individualized Instructional Projects ..	37
d. Media and Technology	59
e. Citizens' Task Force.....	88
f. Demonstration and Dissemination	91
g. Research and Evaluation.....	107
h. Administration and Coordination	111
B. Project Endeavors	
1. Results which Exceeded Expectations.....	114
2. Results which Have Not Measured Up to Expectations	114
C. Effect of the Project on the District	114
D. Effect on Cooperating Agencies.....	115

TABLE OF CONTENTS (con't)

	<u>Page No.</u>
E. Project Dissemination.....	116
F. Plans for Continuation without Federal Support..	116
G. List of Costs.....	117
 Part III - Financial	
A. Planning Grant #2022	121
B. Operational Grant #4194	125
 Part IV - Appendices	
Chronology of Planning and Operation	127
Individualized Instructional Projects	131
Media and Technology.....	139
Citizens' Task Force	145
Demonstration and Dissemination.....	155
Research and Evaluation	177
Administration and Coordination	183

PART I

STATISTICAL DATA

OE 4381



ESEA TITLE III STATISTICAL DATA

Elementary and Secondary Education Act of 1965 (P.L. 89-10)

THIS SPACE FOR U.S.O.E. USE ONLY	PROJECT NUMBER	VENDOR CODE	COUNTY CODE	REGION CODE	STATE ALLOTMENT
---	----------------	-------------	-------------	-------------	-----------------

SECTION A - PROJECT INFORMATION

1. REASON FOR SUBMISSION OF THIS FORM (Check one) A <input type="checkbox"/> INITIAL APPLICATION FOR TITLE III GRANT B <input type="checkbox"/> RESUBMISSION C <input type="checkbox"/> APPLICATION FOR CONTINUATION GRANT D <input checked="" type="checkbox"/> END OF BUDGET PERIOD REPORT		2. IN ALL CASES EXCEPT INITIAL APPLICATION, GIVE OE ASSIGNED PROJECT NUMBER OEG I 7-66-2022-0343, and OEG 0-8-07-4194-1756
3. MAJOR DESCRIPTION OF PROJECT: (Check one only) A <input checked="" type="checkbox"/> INNOVATIVE C <input type="checkbox"/> ADAPTIVE B <input type="checkbox"/> EXEMPLARY	4. TYPE(S) OF ACTIVITY (Check one or more) A <input checked="" type="checkbox"/> PLANNING OF PROGRAM C <input checked="" type="checkbox"/> CONDUCTING PILOT ACTIVITIES E <input type="checkbox"/> CONSTRUCTING B <input type="checkbox"/> PLANNING OF CONSTRUCTION D <input checked="" type="checkbox"/> OPERATION OF PROGRAM F <input checked="" type="checkbox"/> REMODELING	

5. PROJECT TITLE (5 Words or Less)

Center for Individualized Learning

- 6. BRIEFLY SUMMARIZE THE PURPOSE OF THE PROPOSED PROJECT AND GIVE THE ITEM NUMBER OF THE AREA OF MAJOR EMPHASIS AS LISTED IN SEC. 303, P.L. 89-10. (See instructions)**
 To develop a rationale for planned, total change so as to achieve maximum individualized learning, to invent innovative programs reflecting that rationale, and to demonstrate selected aspects of those programs.

ITEM NUMBER _____

7. NAME OF APPLICANT (Local Education Agency) Abington School District	8. ADDRESS (Number, Street, City, State, Zip Code) 1841 Susquehanna Avenue, Abington, Pennsylvania 19001	
9. NAME OF COUNTY Montgomery	10. CONGRESSIONAL DISTRICT 13	
11. NAME OF PROJECT DIRECTOR Roland G. Hughes Jr.	12. ADDRESS (Number, Street, City, State, Zip Code) Abington High School North Campus 2056 Susquehanna Avenue, Abington, Pa. 19001	PHONE NUMBER TU 4-4700 Ext. 216 AREA CODE 215
13. NAME OF PERSON AUTHORIZED TO RECEIVE GRANT (Please type) Dr. Thomas R. Bowman	14. ADDRESS (Number, Street, City, State, Zip Code) 1841 Susquehanna Avenue, Abington, Pa. 19001	PHONE NUMBER TU 4-4700 Ext. 500 AREA CODE 215
15. POSITION OR TITLE Superintendent of Schools		
SIGNATURE OF PERSON AUTHORIZED TO RECEIVE GRANT 		DATE SUBMITTED Nov. 27, 1968

SECTION A - Continued

16. LIST THE NUMBER OF EACH CONGRESSIONAL DISTRICT SERVED State of Pennsylvania	17A. TOTAL NUMBER OF COUNTIES SERVED	67	18. LATEST AVERAGE PER PUPIL ADA EXPENDITURE OF LOCAL EDUCATION AGENCIES SERVED \$ 565.00
	B. TOTAL NUMBER OF LEA'S SERVED	845	
	C. TOTAL ESTIMATED POPULATION IN GEOGRAPHIC AREA SERVED		

SECTION B - TITLE III BUDGET SUMMARY FOR PROJECT (Include amount from item 2c below)

1.	PREVIOUS OE GRANT NUMBER	BEGINNING DATE (Month, Year)	ENDING DATE (Month, Year)	FUNDS REQUESTED
A. Initial Application or Resubmission				\$
B. Application for First Continuation Grant				\$
C. Application for Second Continuation Grant				\$
D. Total Title III Funds				\$
E. End of Budget Period Report	OEG I 7-66-2022-0343 OEG 0-8-07-4194-1756	10-1-66 9-1-67	9-30-67 8-31-68	\$

2. Complete the following items only if this project includes construction, acquisition, remodeling, or leasing of facilities for which Title III funds are requested. Leave blank if not appropriate.

A. Type of function (Check applicable boxes)

1 ☐ REMODELING OF FACILITIES 2 ☐ LEASING OF FACILITIES 3 ☐ ACQUISITION OF FACILITIES

4 ☐ CONSTRUCTION OF FACILITIES 5 ☐ ACQUISITION OF BUILT-IN EQUIPMENT

B. 1. TOTAL SQUARE FEET IN THE PROPOSED FACILITY	2. TOTAL SQUARE FEET IN THE FACILITY TO BE USED FOR TITLE III PROGRAMS	C. AMOUNT OF TITLE III FUNDS REQUESTED FOR FACILITY \$
--	--	---

SECTION C - SCHOOL ENROLLMENT, PROJECT PARTICIPATION DATA AND STAFF MEMBERS ENGAGED

1.		PRE-KINDER-GARTEN	KINDER-GARTEN	GRADES 1-6	GRADES 7-12	ADULT	OTHER	TOTALS	STAFF MEMBERS ENGAGED IN IN-SERVICE TRAINING FOR PROJECT
A	School Enrollment in Geographic Area Served	(1) Public	140,000	1,000,000	1,000,000				
		(2) Non-public		542,000	192,000				
B	Persons Served by Project	(1) Public				20,000			300
		(2) Non-public				5,000			
		(3) Not Enrolled							
C	Additional Persons Needing Service	(1) Public							
		(2) Non-public							
		(3) Not Enrolled							

2. TOTAL NUMBER OF PARTICIPANTS BY RACE (Applicable to figures given in item 1B above)	WHITE	NEGRO	AMERICAN INDIAN	OTHER NON-WHITE	TOTAL
	22,000	3,000	0	0	25,000

SECTION C - continued

3. RURAL/URBAN DISTRIBUTION OF PARTICIPANTS SERVED OR TO BE SERVED BY PROJECT					
PARTICIPANTS	RURAL		METROPOLITAN AREA		
	FARM	NON-FARM	CENTRAL-CITY	NON-CENTRAL CITY	OTHER URBAN
PERCENT OF TOTAL NUMBER SERVED	18	10	20	52	

SECTION D - PERSONNEL FOR ADMINISTRATION AND IMPLEMENTATION OF PROJECT
1. PERSONNEL PAID BY TITLE III FUNDS

TYPE OF PAID PERSONNEL		REGULAR STAFF ASSIGNED TO PROJECT			NEW STAFF HIRED FOR PROJECT		
		FULL-TIME 1	PART-TIME 2	FULL-TIME EQUIVALENT 3	FULL-TIME 4	PART-TIME 5	FULL-TIME EQUIVALENT 6
A.	ADMINISTRATION/SUPERVISION	2	-	2	-	-	-
B.	TEACHER:	Not	Applicable	-	-	-	-
(1)	PRE-KINDERGARTEN						
(2)	KINDERGARTEN	Not	Applicable	-	-	-	-
(3)	GRADES 1-6	1	-	1	-	10	3
(4)	GRADES 7-12 7-8	-	-	-	-	19	4
(5)	OTHER Grades 9-12	1	-	1	1	97	10
C.	PUPIL PERSONNEL SERVICES	-	-	-	-	1	.5
D.	OTHER PROFESSIONAL	3	1	3.5	-	-	-
E.	ALL NON-PROFESSIONAL	-	-	-	3	40	22.5
F.	FOR ALL CONSULTANTS PAID BY TITLE III FUNDS	(1.) TOTAL NUMBER RETAINED 13			(2.) TOTAL CALENDAR DAYS RETAINED 48		

2. PERSONNEL NOT PAID BY TITLE III FUNDS

TYPE OF UNPAID PERSONNEL		REGULAR STAFF ASSIGNED TO PROJECT			NEW STAFF HIRED FOR PROJECT		
		FULL-TIME 1	PART-TIME 2	FULL-TIME EQUIVALENT 3	FULL-TIME 4	PART-TIME 5	FULL-TIME EQUIVALENT 6
A.	ADMINISTRATION/SUPERVISION	7	-	1.5	-	-	-
B.	TEACHER:	-	-	-	-	-	-
(1)	PRE-KINDERGARTEN						
(2)	KINDERGARTEN	-	-	-	-	-	-
(3)	GRADES 1 TO 6	2	-	.5	-	-	-
(4)	GRADES 7-12 7-8	3	-	.5	-	-	-
(5)	OTHER Grades 9-12	4	-	.5	-	-	-
C.	PUPIL PERSONNEL SERVICES	-	-	-	-	-	-
D.	OTHER PROFESSIONAL	3	-	.3	-	-	-
E.	ALL NON-PROFESSIONAL	4	-	.1	-	-	-
F.	FOR ALL CONSULTANTS NOT PAID BY TITLE III FUNDS	(1.) TOTAL NUMBER RETAINED 4			(2.) TOTAL CALENDAR DAYS RETAINED 3		

SECTION E - NUMBER OF PERSONS SERVED OR TO BE SERVED AND ESTIMATED COST DISTRIBUTION

	MAJOR PROGRAM OR SERVICES	TOTAL NUMBER SERVED OR TO BE SERVED *						NONPUBLIC SCHOOL PUPILS IN- CLUDED (7)	ESTIMATED COST ** (8)
		PRE-K (1)	K (2)	1-6 (3)	7-12 (4)	ADULT (5)	OTHER (6)		
1.	EVALUATIVE PROGRAMS								
	A Deficiency Survey (Area Needs)								
	B Curriculum Requirements Study (Including Planning for Future Need)					25,000			
	C Resource Availability and Utilization Studies								
2.	INSTRUCTION AND/OR ENRICHMENT								
	A Arts (Music, Theater, Graphics, Etc.)				400				
	B Foreign Languages				1400				
	C Language Arts (English Improvement)			300	4500				
	D Remedial Reading			300	1350				
	E Mathematics			300	3000				
	F Science			300	3000				
	G Social Studies/Humanities			300	3000				
	H Physical Fitness/Recreation				3000				
	I Vocational/Industrial Arts				500				
	J Special-Physically Handicapped				75				
	K Special-Mentally Retarded				30				
	L Special-Disturbed (Incl. Delinquent)								
	M Special-Dropout								
	N Special-Minority Groups			150					
3.	INSTRUCTION ADDENDA								
	A Educational TV/Radio			300	4500	331			
	B Audio-Visual Aids			300	4500	331			
	C Demonstration/Learning Centers			300	4500	331			
	D Library Facilities			300	4500	331			
	E Material and/or Service Centers			300	4500	331			
	F Data Processing								
4.	PERSONAL SERVICES								
	A Medical/Dental								
	B Social/Psychological								
5.	OTHER								

PART II

NARRATIVE REPORT

OE 4382

A. RESULTS OF PLANNING ACTIVITIES

1. Introduction

Planning activities for the planning proposal, To Establish a Center for Individualizing Learning, involved three major phases. One major phase enabled North Campus administrators and teachers to make a systematic study of important new programs. A second phase enabled North Campus to establish limited pilot programs featuring those theories and practices already studied extensively by the staff. The third phase enabled North Campus to demonstrate to other Abington schools, to schools in the state, to the entire profession and to the general public, certain programs which already have proved successful at the North Campus High School.

The planning activities were based upon several unmet needs. First, there was identified a need to develop, select and organize instructional materials which would provide greater individualization of learning and would provide for more effective utilization of innovative structures. The attempt to meet this need was made through the use of consultants and the involvement of local professional staff in producing, using, and testing such materials.

Second, a need to do a more thorough job in the professional training of the school district staff and the North Campus faculty was identified. Through the use of consultants, the study of related research, the conduct of several local inservice faculty meetings, and the visitation of significant programs elsewhere, the attempt to meet this need was made.

Third, the need to explore a broad spectrum of exemplary innovations to determine on an empirical basis which of these can be more extensively applied and more rigorously evaluated in following years was identified. To meet this need the project attempted to implement certain innovative pilot programs and to expand and improve previously implemented innovative programs.

Fourth, a need to orient professional visitors and to demonstrate innovative practices to surrounding private and public secondary schools as well as teacher training institutions was identified. By developing printed materials, films and video tapes, by holding several special conferences, and by accommodating a host of visitors, the project attempted to meet this need.

The planning activities, organized under the headings indicated, will be discussed briefly in the pages that follow. (Inservice Training, Independent Study, Individualized Instructional Projects, Media and Technology, Citizens' Task Force, Demonstration, Research, and Administration.) There will be some repetition as many of the activities overlap and are interrelated.

2. Chronology of Planning and Operation

a. Introduction

In the original planning proposal, the focus of the project at the North Campus school, the time pressure deadlines for proposal submission, and the necessity of getting a program started, all tended to encourage a heavy commitment from North Campus personnel and important, but relatively limited, participation of others within the district.

As the chronology below indicates, the longer the project was in existence, the more others became involved in planning and operation. Particularly during the operational grant when activities expanded into three other schools, involvement increased and acceptance within the school community improved. The following section lists the Title III planning and operational activities which took place during the two-year program in Abington.

b. Chronology of Activities

- | | |
|-------------------|--|
| April, 1966 | - Planning proposal prepared |
| May 10, 1966 | - Planning proposal approved for submission by the Board of School Directors |
| June 1, 1966 | - Planning proposal submitted |
| September, 1966 | - Planning group known as A.H.S.P.I.C. (Abington High School Program Improvement Council) was formed to shepherd Title III, coordinate and brainstorm further innovative practices at Abington High School |
| October 1, 1966 | - Planning grant period began |
| December 16, 1966 | - Advisory Council of Title III met to familiarize with the project and elicit suggestions for the operational proposal |
| December, 1966 | - Preparation of the operational proposal began |
| January 11, 1967 | - Operational proposal approved for submission by the Board of School Directors |
| January 13, 1967 | - Operational proposal submitted |
| January 31, 1967 | - Regional committee review and endorsement received |
| March 14, 1967 | - Report to the Board of School Directors and public on progress of the planning grant and prognosis for the operational grant made |

- April 28, 1967 - Negotiations in Harrisburg with D.P.I. and U.S.O.E. officials held
- May, 1967 - Up-dated operational proposal prepared
- June 6, 1967 - Public meeting on Title III held
- June 13, 1967 - Up-dated operational proposal approved by the Board of School Directors
- August 7, 1967 - Final budget line item negotiations in Washington determined
- September 1, 1967 - Operational grant period began
- September 13, 1967 - Superintendent's Council on Title III held first meeting
- September 30, 1967 - Planning grant terminated
- November 7, 1967 - Six new Board of School Directors members elected to office
- November 17, 1967 - Meeting of consortium school representatives held at North Campus
- January 9, 1968 - Board of School Directors voted 5-4 not to re-apply for a continuation of the Title III grant
- February 13, 1968 - Next regular Board of School Directors' meeting presented petitions and aired appeals from citizens. Board of School Directors voted 4-4 (1 absent) to end discussion of Title III
- August 31, 1968 - Operational grant terminated

c. Conclusions and Recommendations

A January 15 submission date for the operational proposal is unrealistic when a planning grant began October 1.

A comprehensive project, such as this one, encounters considerable inertia in getting started.

The termination announcement for such a large project, after it has been in effect only 15 months, inhibits and limits its total effectiveness.

d. Appendix

See separate APPENDICES section for appendix on Chronology of Planning and Operation describing planning that took place.

3. Objectives

a. Introduction

The objectives are listed below exactly as they appeared in each of the two proposals, one set for the Planning Grant, and another set for the Operational Grant. While the two grants focus on "individualizing Instruction" and the second grant is an outgrowth of the first, the objectives are somewhat similar, but different in some aspects.

The objectives of the Planning Grant are structured for a one-year period and emphasize exploration, study, and planning. The objectives of the Operational Grant are structured for a three-year period and emphasize some of the same exploration activities but more doing, developing, establishing, activities.

b. Activities

(1) Objectives of the Planning Grant

- (a) To find ways to help the individual student learn better.
- (b) To begin the modification of selected phases of the present school curriculum and its content so that they more effectively individualize instruction, provide for the continuous progress of the learner, promote independent study, and utilize the most significant developments of national curriculum groups.
- (c) To explore a broad spectrum of educational innovations to determine on an empirical basis which of these can be more extensively applied and more rigorously evaluated in following years.
- (d) To coordinate all innovative practices and programs presently part of the program at the North Campus school so that there are improved planning and organization, more effective involvement of staff, more consistent follow-up, and greater coordination of effort throughout the local school district.
- (e) To train the present staff of the North Campus school and other interested teachers selected by building principals in the district, so that they are more knowledgeable about significant innovative developments in education, have a greater understanding of the theoretical principles behind current innovative practices, become more expert in developing special learning materials uniquely designed for their programs, and have a better understanding of the methods and procedures for evaluating innovative programs.

- (f) To develop more effective procedures, materials, resources, and devices for accommodating, orienting, and informing professional visitors.
- (g) To explore how new learning resources such as programmed materials, learning games, 8mm film, audio and video tapes, and closed circuit television can more effectively individualize instruction and stimulate independent study.
- (h) To determine how effectively teacher aides can be used in study centers throughout the building in directing student study and monitoring student behavior.
- (i) To determine what procedures, methods, and instruments of evaluation can be most effective in identifying the strengths and weaknesses of the total school program.
- (j) To develop means and materials for disseminating information to the entire profession about all aspects of the innovative programs and their success at North Campus.
- (k) To ascertain the special educational needs of the Pennsylvania Department of Public Instruction and public secondary schools in Pennsylvania as they relate to innovative practices and to determine what type of exemplary school program would best meet these needs.
- (l) To ascertain the educational needs of teacher training institutions in the State of Pennsylvania as they relate to innovative practices and to determine what type of exemplary school program would best meet those needs.
- (m) To ascertain the educational needs of non-profit private secondary schools in the region as they relate to innovative practices and to determine what type of exemplary school program would best meet those needs.
- (n) To develop a close working relationship with Research for Better Schools, Incorporated, a regional educational research laboratory funded under Title VI, E.S.E.A.
- (o) To assist the faculty of the North Campus school and of the other schools in the district in learning how to use television as an educational medium.
- (p) To do the necessary planning, investigating, and studying which would enable the Abington School District to develop a proposal for an operational grant for the following school year.

(2) Objectives of the Operational Grant

(a) Inquiry Objectives

11. To develop and refine a "global Rationale for Maximizing Growth for the Individual Learner," such a rationale to be the philosophical basis for a system of change.
22. To have such a rationale reviewed by leading educators, scholars, and researchers across the nation.
33. To determine how existing research supports or requires the modification of such a rationale.
44. To have such a rationale reviewed, modified, and accepted by the school's faculty.
55. To involve local citizens in developing a philosophical basis for change.

(b) Invention Objectives

11. To determine how curricula need to be modified in order to fit a flexible schedule with large and small group instruction.
22. To determine what parts of curricula can best be individualized through the use of "Individualized Learning Units for Self-Directed Inquiry" in an independent study program.
33. To determine how a given school can best be organized so as to facilitate the ready interchange of information about the learner between all members of the professional staff and the development of a climate for open inquiry by students and teachers.
44. To determine whether teacher assistants can effectively direct certain types of learning activities.
55. To determine whether flexible grouping practices are feasible in a modular schedule.
66. To determine whether faculty stated objectives for flexible time patterns have been met through the modular schedule.
77. To determine whether faculty stated objectives for flexible group size have been met through the modular schedule.

88. To develop, systematize, and report procedures for building a modular or flexible schedule using large and small groups, without the aid of computers.
99. To improve a comprehensive program of independent study for all students and to determine the effectiveness of such a program.
1010. To determine which instructional media most simply and most effectively meet the criteria as explicitly stated in the aforementioned "Rationale," and to improve the instructional effectiveness of such media.
1111. To determine how the materials of learning can best be individualized for maximum growth of the learner.
1212. To develop "Individualized Learning Units for Self-Directed Inquiry," which can be readily shared by other school districts.
1313. To determine which approaches to inservice training can best lead the teacher to become more like the model described in the "Rationale."
1414. To determine which types of inservice training can best achieve the objectives of this program.
1515. To determine what combinations of learning spaces will best accomplish the goal of maximizing growth for the individual learner.

(c) Demonstration Objectives

11. To develop methods and materials for mass dissemination.
22. To develop systematic procedures for assisting twenty-five school districts in promoting readiness for change, and provide on-site assistance for three school districts who wish to institute change but who lack the local leadership resources.
33. To demonstrate to teacher-training institutions how such educational innovations will have an impact on teacher training.
44. To cooperate with commercial firms, national organizations, and private foundations in certain demonstration activities.

- (d) Evaluation (See parts A-4, B-1, and 2, C, D, and E for reports on how well these programs have been met.)

4. Organization and Reporting of Activities

a. Inservice Training

(1) Introduction

In the rapidly changing field of education today, teachers must constantly improve professionally to do an effective job instructionally. This is particularly true in an educational program which features team teaching, modular scheduling, large and small group instruction, independent study, and which emphasizes continuous progress, individualized instruction, and the use of media and technology. Such features and emphases necessitate not merely the mastery of new instructional skills on the part of teachers, but adaptation of attitudes and employment of vastly different methodology.

Aid for inservice programs during the past two years was provided through a harmonious combination of local effort, private foundation support (I/D/E/A), and Title III funding. Mentioned below are those aspects of the inservice program that were in part or in total supported by Title III funds, personnel, and/or equipment.

(2) Activities

- (a) Special faculty meetings were scheduled for faculty inservice. Asterisks indicate programs held during released time school days. Others were generally after school faculty meetings.

<u>Date</u>	<u>Topic</u>	<u>Attendance</u>
*Oct. 26, 1966	"Individualizing Instruction"	106
*Feb. 14, 1967	"New Media in Action"	105
*Oct. 13, 1967	District Inservice Day	425
Nov. 13, 1967	Telelecture - "Audio Tutorial Approach to a Botany Laboratory" Dr. Postlethwaite, Purdue University	78
Mar. 12, 1968	Kodak Multi-media Presentation "Concepts in Communications"	120

- (b) Three special afternoon seminars for Abington staff, and evening large group presentations, to which local and area educators were invited, were held on the subject of "8mm Film in Education."

<u>Date</u>	<u>Topic and Consultant</u>	<u>Attendance</u>
Dec. 7, 1966	8mm Revolution - Dr. Forsdale Columbia University	67
Jan. 10, 1967	8mm - The Technique and Technical Know-How - Mr. Waterbor of Fairchild Camera	49
Mar. 7, 1967	Visual Communications - Mr. Debes of Eastman Kodak	55

- (c) Workshop courses were offered after school on a short term, but regular basis during the school year.

<u>Dates</u>	<u>Topic and Instructor</u>	<u>No. of Sessions</u>	<u>Average Session Attend.</u>
Spring, 1967	"Making 8mm Films" - Dr. Kane	6	12
Winter, 1967-68	"Producing and Using Overhead Transparencies" - Dr. Mayer	16	5

- (d) Special summer workshops lasting a full week were held for Abington faculty members and others who were interested in producing their own individualized instructional materials.

<u>Dates</u>	<u>Instructors</u>	<u>No. of Sessions</u>	<u>Enrolled</u>
June 19-23, 1967	Dr. Glatthorn	5 half days	28
June 17-21, 1968	Dr. Mayer	5 full days	28

- (e) Several weekend conferences were held to explore new approaches and to evaluate present programs of individualizing instruction.

<u>Dates</u>	<u>Conference</u>	<u>Topic</u>	<u>Attend.</u>
December, 1966	Pocono Conference	"Innovation - Dialog and Confrontation"	72
May, 1967	Downingtown Conference	"Progress Report on Strategies for Change"	83
April 20, 1968	Saturday Morning Evaluation Conf.	"Problems and Suggestions in the Planning, Production, and Implementation of Locally Created Individualized Instructional Materials"	52

- (f) Teacher self-observation and analysis of instruction were made possible through the use of video tape equipment. Over 110 teachers voluntarily requested participation in this aspect of inservice training.
- (g) Travel and visitation funds were provided to enable staff members to visit other institutions and to attend conferences. Fourteen staff members participated in the inservice travel and visitations.

The following institutions were visited through full or partial Title III support:

GE, IBM, and Philco-Ford C.A.I. Installations, Fort Washington, Pennsylvania

Columbia University, New York, New York

Altoona Area High School, Altoona, Pennsylvania

Broward Junior College, Fort Lauderdale, Florida

Florida Atlantic University, Boca Raton, Florida

Miami-Dade Junior College, Miami, Florida

Miami Central High School, Miami, Florida

Nova Elementary and Secondary Schools, Fort Lauderdale, Florida

Ohio State University, Columbus, Ohio

Roy High School, Roy, Utah

University of Wisconsin, Madison, Wisconsin

Baltimore City Schools, Baltimore, Maryland

University of North Carolina, Chapel Hill, North Carolina
Ridgewood High School, Norridge, Illinois
Clark County Schools, Las Vegas, Nevada
Livonia High School, Livonia, Michigan
Oak Park-River Forest High School, Oak Park, Illinois
University City Schools, St. Louis, Missouri
University of Pennsylvania, Philadelphia, Pennsylvania
Temple University, Philadelphia, Pennsylvania
Coatesville Area Schools, Coatesville, Pennsylvania
Troy High School, Troy, Michigan
University of Delaware, Newark, Delaware
Long Beach Schools, Long Beach, California
Meadowbrook Junior High School, Newton, Massachusetts
Spring Branch School District, Houston, Texas
Oral Roberts University, Tulsa, Oklahoma
Bennington College, Bennington, Vermont
Mechanicsburg Junior High School, Mechanicsburg, Pennsylvania
West Chester State College, West Chester, Pennsylvania
Hanover School District, Hanover, Pennsylvania
Flint School District, Flint, Michigan
Springfield School District, Oreland, Pennsylvania
Baldwin-Whitehall Schools, Pittsburgh, Pennsylvania
John Marshall High School, Portland, Oregon
Joel Ferris High School, Spokane, Washington
Roosevelt High School, Portland, Oregon

Mission San Jose, San Jose, California

John F. Kennedy High School, San Jose, California

Mission High School, Fremont, California

Poway High School, Poway, California

Fulton Elementary School, Fountain Valley, California

University Elementary School, Los Angeles, California

Andres Ravealos, Fountain Valley, California

Elk Grove High School, Elk Grove, Illinois

Holmes Junior High School, Elk Grove, Illinois

Elk Grove Training and Development Center, Arlington Heights, Illinois

Dempster Junior High School, Elk Grove, Illinois

Clearmont Elementary School, Elk Grove, Illinois

Wheeling School, Administration Building, Wheeling, Illinois

Juliette Lowe Elementary School, Elk Grove, Illinois

Wheeling High School, Wheeling, Illinois

The following conferences related to Title III activities were attended by staff members:

Keystone Association of A.E.D.S. State Conference, 1966, Altoona, Pennsylvania

National Workshop of A.E.D.S., 1966, Salt Lake City, Utah

A.A.S.A. National Convention, 1967 and 1968, Atlantic City, New Jersey

A.S.C.D. National Convention, 1967 and 1968, Dallas, Texas, and Atlantic City, New Jersey

Spring Computer Conference, 1967, Atlantic City, New Jersey

Abt Simulation Games Conference, 1967, Boston, Massachusetts

N.S.P.I. National Convention, 1967 and 1968, Boston, Massachusetts and San Antonio, Texas

N.S.P.R.A. Information Dissemination Seminar, 1967,
Santa Barbara, California

U.S.O.E. - I/D/E/A Seminars on Innovation, 1967, Honolulu,
Hawaii

- (h) Special media and software demonstrations and displays were scheduled as a part of the inservice program for teachers. Vendors were invited to exhibit their most recently developed equipment and materials both individually for small groups of teachers and in a large group display for many teachers. Particular emphasis was given to media and materials for individualizing instruction. The following firms were represented:

Cousino Cartridge Tape Recorder	Science Research Inc.
Fairchild Camera	John McCarthy Inc. (ETV)
Edison Voice-Writer	Varityper Corporation
Kodak	Altron Electronics
Switchcraft	Bell Telephone
E.F.I.	General Binding Corp.
Norelco	IBM
Chester Electronics	McGraw-Hill Inc.
Dictaphone	Mast Development Co.
Instructomatic	3 M Company
Goodway Printing Company	Raytheon Corporation
Larmon Photo	Peirce-Phelps Inc.
Encyclopedia Britannica	Ampex
O. H. Hirt Company	Penn Audio Visual Co.
American Book Company	University Microfilms and Jetronics
Sound Systems Inc.	Elco Corporation

(3) Evaluation

Except for the second summer inservice workshop, behavioral objectives and other formal steps in research design were not prepared for the inservice activities. Of course, each program was initiated in recognition of specific needs and was structured in those terms. Evaluation of the programs, in most cases, took place in an informal way following the activity. Our subjective deductions, as a result of our experience, can be found in the next section - conclusions and recommendations.

(4) Conclusions and Recommendations

Our experience with inservice training under Title III during the period from October, 1966 through August, 1968 suggests the following conclusions:

- (a) Inservice meetings where instructional media and materials were used as a part of the program were more effective than those where media and materials were demonstrated and were much more effective than those where media and materials were simply discussed.
- (b) Inservice meetings need not depend upon outside consultants for success. Local staff members can effectively conduct these programs.
- (c) Long-term courses of 6-10 meetings are more effective than single meeting programs.
- (d) Weekend conferences are a good, but expensive, way of facilitating intensive study.
- (e) Teachers respond enthusiastically to video taping of their lessons with carefully controlled supervision.
- (f) Teachers need more intensive and extensive inservice experiences directed toward helping them individualize instruction.
- (g) As individualized instruction is heavily dependent upon hardware and compatible software programs, a well-planned, comprehensive, continuing program of inservice for individualizing instruction through media is necessitated.
- (h) For the greatest motivation and attendance at inservice meetings, teachers should be provided with released time or extra remuneration.

- (i) Teachers benefit most from a workshop experience when they are engaged in a specific project and have ready access to materials and consultant help.
- (j) For travel and visitation experiences to be of value to more people, efficient and effective "feedback" and reporting need to be required.
- (k) The practice of sponsoring scheduled software-hardware displays and demonstrations by vendors is a beneficial inservice activity.

b. Independent Study

(1) Introduction

A program of independent study for all students at the ninth and tenth grade levels was initiated in September, 1964 and was financed entirely by local efforts. Title III funds were, therefore, planned to supplement the existing program with additional staff, equipment and materials. The planning year enabled the administration to begin to provide the additions and to organize objectives for the operational year.

Directed toward improving and evaluating independent study, the following were the project objectives for independent study during the operational year:

- (a) Proposal Component: We will improve and evaluate the independent study program.
 - 11. To appoint, half-time on a ten-month basis, a Director of Independent Study.
 - 22. To improve the independent study program for the school year 1967-68 by:
 - aa. Expansion of the orientation program for the students through small group Freshman seminars, house assembly programs, posters in the corridors and special publications.
 - bb. Dissemination of information about independent study to the parents through special programs and publications.
 - cc. Procedures for keeping the faculty informed about new developments in independent study.

- dd. Addition of new types of independent study activities such as: short term independent study courses, independent study forums, faculty-student seminars, special film programs and independent study contests.
- ee. Increasing the number of centers.
- ff. Additions to both physical facilities and materials in the centers.

33. To determine the attainment of the following objectives:

- aa. To make available for student use, materials and equipment in the following areas: library, learning centers, laboratories, music rooms, shops, physical education, home economics, art and business areas.
- bb. To allow students the opportunity to seek help during school, from professional and para-professional staff members.
- cc. To give students the time and resources to explore new interests or to develop present interests.
- dd. To give the students further opportunity to learn basic course content.
- ee. To afford the student the time and place for relaxation from the formal class setting.
- ff. To give the students the opportunity to learn advanced course content.
- gg. To give the students the opportunity to develop through practice typing, instrumental music, industrial arts or physical skills.

It was also planned that, as part of the program to individualize instruction, special learning centers would be opened and operated in one elementary school, one junior high school, and in the eleventh and twelfth-grade building of the high school, and to continue to expand the number of centers operable in the North Campus school. The following objectives describe the goals of this phase of the independent study program:

- (b) Proposal Component: Special Learning Centers will be established in certain schools in the district.

11. The Abington School District will operate a General Purpose Learning Center in the Willow Hill Elementary School; a Reading-Language Arts Learning Center in the Huntingdon Junior High School; an English Resource Learning Center in the Abington High School South Campus; and English, Social Studies, Mathematics, Science, and Foreign Language Learning Centers in the Abington High School North Campus.
22. Space will be provided in the above-mentioned schools for the operation of these Special Learning Centers.
33. The Special Learning Centers will be adequately lighted and furnished with desks, chairs, tables, and individual study carrels.
44. The Special Learning Centers will be equipped with the best available audio-visual equipment and various other devices. This equipment will include cartridge-operated tape recorders, cartridge-operated movie film projectors, filmstrip projectors and viewers, reel tape recorders, video tape recorders, multiple listening stations and slide projectors.
55. The Special Learning Centers will have on file, readily accessible to the students, all the individualized learning materials developed by their teachers and the best available commercial materials designed to individualize learning. These commercial materials will include maps, programmed texts, filmstrips, recordings, films, paperback books, demonstration kits, laboratory materials and pictures.
66. Each Special Learning Center will be staffed by a qualified and interested teacher.
77. Teacher aides will be employed and assigned to the Special Learning Centers. One teacher aide will be appointed to each of the following schools: Willow Hill Elementary School, Huntingdon Junior High School, Abington High School South Campus. Twelve teacher aides will be assigned in the Abington High School North Campus.

Staffing in the Learning Centers was planned to include both professional and para-professional people. The reasons for hiring teacher aides were listed as:

- (c) Proposal Component: Teacher aides will be used in Learning Centers and Study Centers to free teachers to work with individual students.

11. Full and part-time non-professional personnel will be hired to staff the sixteen aide positions in the four schools of the project for the student school year (September 8 to June 12).

Willow Hill	-	Individualized Instructional Center Aide	-	1
Huntingdon Jr.	-	Language Arts Center Aides (Reading-Social Studies)	-	2
North Campus	-	English Independent Study Center Aide	-	1
		Social Studies Independent Study Center Aide	-	1
		Mathematics Independent Study Center Aide	-	1
		Foreign Language Independent Study Center Aide	-	1
		Library Aide	-	1
		Physical Education and Industrial Arts Aide	-	1
		Science Laboratory Aide	-	1
		Supervisory Aides	-	5
South Campus	-	English Independent Study Center Aide	-	1
				<hr/>
				16

22. Because of the employment of teacher aides:

Teachers will -

be assisted in certain routine clerical, managerial and supervisory duties.

be relieved from certain routine clerical, managerial and supervisory duties, making possible the following:

Offering and conducting short-term, no-grade, independent study courses for student enrichment in areas of mutual interest

Scheduling their own remedial clinics for small groups of students needing additional help on a tutorial basis.

Conferring with individual students who need special assistance.

Arranging for individual or small groups of students to be released from class to a study center

School Administrators will -

provide for routine supervision in large study halls, corridors, student lounge, etc.

facilitate greater student use of independent study centers by staffing existing centers on a full-time basis and by opening new centers.

conduct an orientation program for aides prior to their beginning.

meet periodically with aides for continuous inservice training.

Students will -

make more use of independent study facilities, materials, and equipment because centers are open for a greater proportion of in-school time.

receive more individualized attention from aides and/or teachers in the form of -

remedial tutoring

selection of learning materials

use of individualized learning materials

use of individualized learning media

completing individualized projects

improving discipline

reviewing and perfecting subject skills

(2) Activities

(a) Staff

11. During the planning grant (1966-67), eight teacher aide positions were initiated at North Campus High School. The aides replaced or assisted the professional teachers serving in these supervisory positions. The staffing included the following positions:

Tutorial, resource, service aides

English, social studies and mathematics
independent study centers

Laboratory aide

Science department

Supervisory aides

Honors study, two large group quiet study
halls, one large group talking commons area

22. During the operational grant (1967-68), a Director of Independent Study, who would work half-time on a ten-month basis, was appointed and full and part-time non-professional personnel were hired to staff sixteen aide positions in the four schools designated as project schools for the student school year. The teacher aide positions were as follows:

Willow Hill Elementary School

One Individualized Instructional Center aide

Huntingdon Junior High School

Two Language Arts Center aides

North Campus High School (Grades 9 and 10)

Four learning center aides (English, Social
Studies, Foreign Language, Mathematics)

One library aide

One physical education and industrial arts aide

One science aide

Five supervisory aides (Commons areas, student lounge, hall patrol)

South Campus High School (Grades 11 and 12)

One English Independent Study Center aide

A description of the "average" aide as compiled from information on a questionnaire returned by 70% of the aides can be found in the appendix.

(b) Program

11. During the planning grant (1966-67), the following additions were made to the North Campus independent study program as a result of the available Title III funds:

- aa. Departmental independent study facilities expanded their scheduled availability

Departmental Area	Modules Available	
	Start of School	After Title III
English	85	95
Social Studies	85	95
Mathematics	45	85
Foreign Lang.	0	170
Science	19	76
Business	19	25
Art	32	42
Home Economics	20	16
Industrial Arts	16	29
Music	9	13
Reading	12	15
Physical Ed.	19	16
Total	361	677

- bb. Remedial Clinics were established by teachers who had been released from supervisory duties. The sessions were established on a scheduled basis and were open to students who had independent study modules at that time and who indicated a need or an interest in the program.

Department	Number of teachers sponsoring clinics	Total No. of Mods.	Total No. of Students
English	3	8	33
Social Studies	1	4	48
Mathematics	8	31	228
Foreign Language	6	19	126
Science	1	2	6

- cc. Short-term, no-grade, no credit courses were initiated for enrichment and exploration based upon teacher-student interests. To conduct these courses, teachers were relieved from routine supervisory duties by aides.

Course Title	Duration	Mods per week	No. of Groups	Students per Group
Contemporary Poetry	18 wks.	1	2	12
History of Jazz	27 wks.	2	1	10
Sensitivity Training	18 wks.	1	2	10
World Civilizations	36 wks.	2	1	15
Animal Room Techniques	3 wks.	2	3	7
Recent Developments in Biology	9 wks.	2	1	18
Cinema and Artistic Expression	15 wks.	2	3	15
The Changing World of Bob Dylan	27 wks.	2	2	8

22. During the operational grant (1967-68), independent study programs were expanded to include four schools as follows:

aa. Willow Hill Elementary School

At the elementary level, in September of this school year, Willow Hill established a physical area within the building as a center for individualized instruction. Because of the heavy emphasis on material that was programmed for independent use by the student, it was called the Programmed Instruction Center. The Center:

Accommodated individual or group assignment, although group assignment for purposes of group instruction was rare.

Housed materials in the areas of social studies, science, mathematics, reading, handwriting, creative writing, spelling, English, listening, basic political science, and reference skills.

Utilized commercially programmed laboratories, multi-level units, and teacher-designed formats.

Accepted student assignment to the center by the homeroom teacher or by any teacher from whom the child received instruction.

Maintained individual student records of the past and current activities in color-coded folders.

Assisted the classroom teachers in appraisal of student progress.

bb. Huntingdon Junior High School

At the junior high school, the language arts center made possible the following independent study programs:

Teachers were able to send a portion of a given class for added help or enrichment while they did in-depth teaching in the classroom.

Students:

previewed filmstrips

worked with self-instructional materials

received corrective reading instruction

wrote and filmed original scripts as a follow-up to reading a novel

took major tests which they had missed due to absence

listened to audio tapes

used multi-media resource units

recorded audio tapes for later use in the classroom

did research on a variety of topics

prepared materials for class discussions

developed visual motor skills

cc. North Campus High School

The following independent study programs were offered:

Twenty different types of independent study centers operated at North Campus. Of these, three were newly opened during this year and thirteen others were able to expand their facilities in terms of space, materials and equipment, and/or time.

Centers	New	Expanded
Language Laboratories		
Foreign Language Study Center	X	
Mathematics Study Center		X
Humanities	X	
Social Studies Center		X
English Learning Center		X
Reading Center		X
Library		X
Science Center		X
Typing Center		X
Basic Business Center	X	
Home Economics Suite		X
Commons area for talking		
Commons area for quiet study		
Guidance Suite		X
Music rooms		
Art Open Laboratory		X
Student Lounge		X
Industrial Arts Areas		X
Physical Education Areas		X

Remedial Clinics were established on the same basis as they had been the previous year. This year's program included four English teachers and one mathematics teacher who were released from supervisory duties in order to conduct a total of 13 modules of remedial work with students who indicated a need or an interest. A total of 70 students elected to attend at least one of these sessions every week.

Short-term, no-credit courses were sponsored by ten teachers who had also been released from supervisory duties. These courses were:

Course Title	Groups	Duration
Folk Singers' Workshop	2	27 wks.
E.S.P.	1	15 wks.
American Negro Authors	1	9 wks.
Grammar	4	10 wks.
The Mediterranean World	1	6 wks.

A seminar in French literature for advanced French students was sponsored by a senior student from Bennington College who was employed to work in the Foreign Language Study Center during her work term, January 2-March 1. The seminar was held for a total of five weeks and included 8 different groups of students. At the conclusion of the seminar, 14 of the participants volunteered to act as student tutors in the Foreign Language Study Center for the remainder of the school year.

The Dialog program was a series of faculty-student discussions which were held in an informal atmosphere and on a variety of topics. Faculty members volunteered to conduct a discussion on a topic of their choice; if necessary, they were released from a supervisory duty at that time of the presentation; and any student who was not scheduled for a class at the time was invited to attend. A complete listing of the programs may be found in the appendix.

An Orientation and Communication program included:

Independent Study Bulletin - a report to staff and students concerning the programs, schedules, materials, etc. (4 issues)

Miscellaneous publications

Master Schedule for Independent Study

North Campus Dialog flyers

Student Guide to Independent Study

Announcements concerning each independent study course

Posters were hung on centrally located bulletin boards in order to acquaint students with the locations of the centers.

Ninth-grade orientation included special assembly programs in the early part of the school year and follow-up discussions in Freshman orientation seminars.

Parent orientation was provided through a special program on independent study which was held during the annual Back-to-School Night as well as through a small group meeting with representatives of the parent council and an open meeting for all parents. The latter program included the student skit which had been presented as part of the freshman orientation.

Communication with faculty members was maintained through general memos, attendance at various department meetings by the coordinator of independent study or by one of the administrators, attendance at the administrative staff meetings by the coordinator of independent study and informal meetings involving small groups of faculty members and the coordinator of independent study and/or a member of the administration. The coordinator also held a number of meetings with the teacher aides and the teacher aides who were working in the department resource centers attended a limited number of department meetings.

The Festival of Arts, the culminating activity of the year's independent study program, was held in May. The Festival was a week-long program which included displays of independent study projects, artistic presentations, an art print sale, and an awards ceremony.

dd. South Campus High School

The activities of the English resource center included:

Research by both students and teachers.

Reading, listening to records and tapes, group discussions, writing, typing, make-up testing and quiet study by students.

Providing teachers with resource area to send one group of students while they worked with a smaller group in class.

(c) Equipment

Instructional equipment was purchased to supplement that which was already provided by local funds for use in the independent study centers. These materials will be discussed in further detail in section A-4, part D, of this narrative report.

(d) Materials

Instructional materials were created or modified by staff members. These materials were selected for their compatibility with our hardware and the school's curriculum. Materials were designed to enhance individualized learning opportunities and were provided for student use in the independent study centers. Detailed information concerning these materials is discussed in section A-4, part C, of this narrative report.

(3) Evaluation

(a) Staff

11. The teacher aides immeasurably strengthened the educational program for all students by making possible services and activities that would not be possible without them.

- aa. As a direct result of having teacher aides, it was possible to assign 65 North Campus teachers to their departmental learning centers rather than to the general study halls for a total of 261 modules each week.
- bb. During the week, there were 47 modules when the English learning center was staffed only by an aide and would not have been opened if she were not available.
- cc. Likewise, there were 48, 40, and 15 modules during the week when the mathematics, social studies, and science centers, respectively, were staffed by an aide and would not have been open without this assistance.
- dd. The student lounge was staffed full time by an aide.
- ee. Science teachers would have needed more preparation time if they did not have the services of a lab aide.
- ff. The use of aides made it possible to release teachers from a supervisory duty in order to sponsor remedial clinics, independent study courses and Dialogs.

- gg. At the junior high school and at the eleventh and twelfth-grade building of the high school, the learning centers were staffed full time by teacher aides. These centers would not have been open without the para-professional staff.

(b) Program

11. Independent Study facilities

- aa. 1966-67 survey of student use of independent study centers indicates that students report using a wide variety of study centers for very valid purposes; very few of them are required to report to the restricted study center. They also seem to be making excellent use of the library and specialized study facilities and do not seem to be making excessive use of independent study time for relaxation.
- bb. During 1967-68, tallies of attendance were kept by each of the independent study areas. A study of these indicates that as the school year moves on and assignments dictate, students make greater use of the departmental learning centers.

22. Remedial Clinics

- aa. Students who elected to attend the clinics, did so on an average of one to two modules per week.
- bb. The majority of students reported to the clinics to get help with work which they had never understood.
- cc. Students felt that the clinics helped them either enough or very much.
- dd. Most of the students felt that these remedial clinics were worthwhile.

33. Short-term courses

- aa. Most of the students attended in order to learn more about a subject which interested them or which would help them in a related required course.
- bb. The courses were rated as fairly to very interesting and sufficiently to well organized.
- cc. Most students described the class size as just right.

44. Dialogs

- aa. Sixty percent of the sampled North Campus students had attended at least one Dialog.
- bb. More than half of these students attended the program in order to learn more about and to discuss a topic which interested them.
- cc. Completion of class-related assignments and lack of interest in the announced topic were the most often stated reasons for not attending a Dialog.
- dd. Fifty percent of the students rated the programs as good to excellent while seventy-six percent rated them as being at least fair.
- ee. Teachers indicated that students attending their Dialogs showed a high level of interest.
- ff. More than fifty percent of the teachers sponsoring Dialogs felt that the publicity preceding the Dialog could have been better.

55. Arts Festival

- aa. One-hundred and four students were nominated by teachers for awards for creative and productive use of independent study.

66. Programmed Instruction Center at the elementary level

- aa. Greater success was achieved in the areas of language arts, mathematics and social studies than in science.
- bb. Student participation in selection of materials and progress at an individual pace influenced the center's success favorably.
- cc. The large collection of learning materials provided a program which easily served the ten classrooms which surrounded the center.
- dd. Teacher inservice meetings concerning the use of the center and development of materials contributed to the center.

77. Language Arts Center at the junior high school level

- aa. Teachers enjoyed the options of small group instruction and individualized instruction along with the regular class size instructional situation.
- bb. Students liked the opportunities to work on their own and with audio-visual equipment which was not available in the classroom. They also liked the extra help which they were able to receive from the teacher aide.
- cc. Entire classes profited from discussions which followed from class presentations of research done by individuals or small groups of students.
- dd. The center provided opportunities for students who had been absent from class to make up the work or tests.

88. English Resource Center at the eleventh and twelfth grade level

- aa. Although the use of this center showed a constant increase from September through May, it was felt that its potential value to both teachers and students was far greater than that which was experienced. It has excellent possibilities of becoming a valuable addition to the facilities for independent study at South Campus. In order to realize its full potential as a learning center, the following suggestions were made:

the center needs additional materials

the center's activities need to be coordinated more closely with the curriculum

students need more careful orientation to the center and its purposes

(4) Conclusions and Recommendations

- (a) Teacher aides can and do work effectively in the school program. It is recommended, therefore, that a para-professional person staff each independent study area in the school. These may include resource centers, quiet study areas, areas for student relaxation, the library, and other areas of independent study such as the gym and the industrial arts areas. Aides also are capable of performing duties such as hall patrol and science laboratory assistant.

- (b) A coordinator of independent study can affect the success of the program by assuming the following duties: orientation of new students, parents, and staff; on-going publication of materials which publicize the program and up-date information; communication with and between students, faculty, and administration; and organization of new aspects of the program.
- (c) At all grade levels between 4 and 12, students can work, enjoy working, and profit from working independently. Curriculum, teaching procedures, and school facilities should provide opportunities for students to work independently. The number of centers, activities, and programs should vary according to the age level and building facilities.
- (d) Special learning centers contribute to the school program by offering students a place to work independently, without classroom pressures and at their own levels. Well-equipped centers further provide a variety of multi-media materials which enhance and individualize learning for the students.
- (e) High school students can make wise decisions concerning the time, place and materials to use for completion of assignments. A good independent study program will allow the students these options.

c. Individualized Instructional Projects

(1) Introduction

Title III funds made possible the materials, resources, and personnel to develop many specially designed individualized learning materials. The best available teachers were given the support to create, implement, and to some degree evaluate these new instructional units. The governing theory behind the development of these materials and the involvement of selected faculty was that students can be motivated to learn at their own rate, on their own time, and in their own learning style through the use of machines and programs which present certain specified aspects of a course or learning concept.

(2) Activities

Objectives were established which set forth the essential implementation procedures for conducting the various related activities. The objectives developed, which also serve as a listing of the completed activities, are presented below.

For a more detailed outline of the criteria for individualized learning materials and for the implementation procedures, please see the appendix. The objectives developed are as follows:

Proposal Component: The best available teachers from Abington Schools will be retained for materials development during the summer and on Saturdays. These special materials will be used to individualize learning.

(a) Objectives

11. Subject matter specialists on the staff of the Abington School District in consultation with teachers will list for their subjects the most critical concepts and skills where individualization of learning seems most essential. The lists will be reviewed and judged acceptable by the superintendent of schools and by a qualified consultant. The materials will draw from the following disciplines:

aa. English	dd. Foreign Language	gg. Industrial Arts
bb. Science	ee. Social Studies	hh. Humanities
cc. Mathematics	ff. Home Economics	ii. Business

22. The school district will locate, purchase, rent, or borrow commercially available materials (programmed texts, sound recordings, loop films) designed for self-instruction learning of the concepts and skills identified above. The materials will be approved by subject matter specialists and qualified consultants.

33. Selected staff members will write individualized learning lessons making use of certain of the commercially prepared materials indicated above; the lessons will be reviewed and judged acceptable by a qualified consultant. The materials will have one or more of the following aims:

- aa. Give remedial help to pupils who cannot learn with present materials.
- bb. Provide systematic review at critical points during the year.
- cc. Develop special learning skills (such as map-reading and use of card catalog) which pupils require for successful study.
- dd. Provide enrichment for those pupils who have mastered basic content.
- ee. Present basic concepts.

44. Selected staff members will write individualized learning lessons designed for self-instructional use by the students which will be reviewed and judged acceptable by a qualified consultant. The materials will have one or more of the following aims:
 - aa. Give remedial help to pupils who cannot learn with present materials.
 - bb. Provide systematic review at critical points during the year.
 - cc. Develop special learning skills (such as map-reading and use of card catalog) which pupils require for successful study.
 - dd. Provide enrichment for those pupils who have mastered basic content.
 - ee. Present basic concepts.
55. The materials will include all the following components:
 - aa. A major concept or skill identified.
 - bb. Instructional objectives clearly specified.
 - cc. Self-instructional lesson material with feedback to the student.
 - dd. Pre-test covering essential objectives.
 - ee. Post-test covering essential objectives.
66. Students will use the learning materials at their own pace and without teacher assistance and will attain 75% mastery of the instructional objectives of each set of learning materials. Asked to evaluate the materials on a four-point scale (Excellent, Good, Fair, Poor) 75% of the students surveyed will rate them either "excellent" or "good."
77. One or more lessons from each set of materials will be used in the classroom by one or more teachers. Each classroom teacher using the materials will complete an evaluation form.
88. Complete sets of these materials will be sent to the Department of Public Instruction and the Materials Dissemination Center of I/D/E/A.

99. As a result of the students using these materials in learning centers, the classroom teacher will spend less class time teaching that concept or skill to all students.

(3) Evaluation

Over the two-year grant period, 95 teacher-developed individualized learning units were created for student self-instruction. During 1966-67, thirteen units were produced; during 1967-68, 82 units were prepared for student use.

The Title III project research personnel were involved at some stage in the development and evaluation of all individualized learning materials. As the materials were completed and became available for student use, the producing teacher and the research staff selected appropriate research designs where possible or other evaluative procedures to determine the effectiveness of the materials developed.

Of the total number of projects completed, 43 were finished too late for student use during 1967-68 and the concomitant testing and evaluation. The following listing contains information on the projects completed and evaluated, and those now ready for student use but not yet tested.

Ability Level Key:	F - Fast
	A - Average
	S - Slow
	M - Mixed

ENGLISH

Project Title	Grade Level	Ability Level	Evaluators Stu. Tchrs.		Findings	Conclusion
Writing a Critical Review of a Play Read	10	F & A	200	2	From a random sample of 50 students, 38 felt the unit was helpful and if revised could be more helpful. Twelve felt it wasn't much help and should have more examples	The following improvements should be made: 1. Addition of a complete example 2. Separate examples of each section 3. Some exercises should be reworked
Pop Music	11	S	202	--	Over 85% of the students felt the lessons, vocabulary, grade level, and unit test of the unipack were just right. 88% felt the classroom presentation of unipack was too fast. 78% thought it should be used as a classroom unit and not for completely individual study.	Classroom instruction of unipack should be presented more slowly. Plans should be made for teacher-pupil interaction during use of unit.
Introductions to Jr. High School Compositions, Description, Narration, and Exposition	8	M	142	--	105, after regular instruction, were released from class to work in the Language Arts Center. These demonstrated normal rate of improvement. 37 students received intensified instruction because the class had become a very small group. These showed <u>marked improvement</u> in their next composition assignment.	Teachers should use the unit more extensively next year. The unit accomplished its two main aims: 1. Motivation 2. Intensified individual instruction provided for those who need it.
Poetry - A Game People Play With Words	11-12	A	--	3	Material found too elementary for 11th and 12th grades.	Find suitable level for use or revise unipack.

Project Title	Grade Level	Ability Level	Evaluators Stu. Tchrs.		Findings	Conclusion
Writing a Character Sketch	9	M	60	1-T 1-LR	Teacher subjective evaluation indicates very favorable response. Lay reader comments that student compositions were best she has seen.	Certainly intends to use the unipack again next year.
Zen Buddhism	9	M	170	8	Use of the packets were strictly voluntary. Used by about 50 students the majority of whom found the packet very helpful.	Of all the Humanities independent study units, Zen Buddhism received highest rating.
The Rime of the Ancient Mariner	9	M	60	1	Teacher subjective evaluation indicates very favorable response. No student evaluation made.	Media-pack shows great potential for motivating students in peripheral literary areas.
Essay of Opinion I	9-10	M	600	5-T 3LR	Teachers and readers were impressed with improvement in student product after using unipack. 358 students felt that the unipack helped a great deal.	The unipack is a valuable contribution to the English continuous progress program.
Writing the Process Analysis	10	M	115	2-T 2-LR	Subjective evaluation by teachers and lay readers indicate favorable response.	Continue to refine weak elements in specified lessons.
Methods of Defining	9	F & A	--	--	Project incomplete at time of report	
Description of a Familiar Object	--	--	--	--	Project completed but not tested.	To be tested 1968-69.
Reading - How to Take an Essay Test	10	F & A	--	--	Project completed but not tested.	To be tested 1968-69.
Descriptive Writing #2	10	S	52	1-T 1-LR	80% of students felt their final composition grade was better than usual because of these lessons. Number of students submitting final essays increased 29%. 80% of students received higher than usual comp. grades.	The unit is satisfactory for slower learners. Students follow directions more closely and more nearly fulfilled the requirements of the assignment as a result of the use of the unipack

Project Title	Grade Level	Ability Level	Evaluators Stu. Tchrs.		Findings	Conclusions
Writing a Short Library Research Paper	9	A	110	--	Used in clinic for students doing individual projects. All student comments were quite favorable.	Unipack must have been effective since student product was generally superior to papers previously received.
Tapes - Literary Terms	10	M	--	--	Project completed but not tested.	To be tested 1968-69.
Introduction to Radio	12	M	--	--	Project completed but not tested	To be tested 1968-69.
How to Write a Critical Book Review of a Novel	9-10	M	200	3-T 1-LR	40 students felt the unipack helped them a lot. 128 students said it helped some. 31 students said it helped a little. 1 student said it did not help. Teachers and lay reader felt compositions were improved. All but 5 essays where pretests were administered (110 took pretests) showed improvement--many showing <u>great improvement</u> .	Students felt unipacks were helpful enough to want to purchase their copy. Students felt the unipack helped them to organize (50%). The other 50% claimed if their grade did not vary the fault would be their own.
Psychological Conflict	10	M	--	--	Project incomplete at time of report.	
A Series of Instructional Sequential Lessons Designed to Assist Students in Writing An Essay of Opinion	10	A	58	1	More than half of the students felt they were helped by the unipack but some preferred more teacher direction. Did not like going to clinic to use material or large group presentation.	Need enough unipacks for each student to have his own--otherwise they rushed through them. Unipacks are an effective learning instrument--the teacher knows exact area in which student needs help.
Use of Pronoun	11	F & A	--	--	Project completed but not tested.	To be tested 1968-69.
Audio Written Materials on Grammar Usage Problems	9-10	M	--	--	Project completed but not tested.	To be tested 1968-69.

Project Title	Grade Level	Ability Level	Evaluators		Findings	Conclusions
			Stu.	Tchrs.		
Videotape Poetry Lesson	10	A	--	--	No statistically significant findings	Provided additional motivation for study of poetry.
Persuasive Writing Unipack	10	F	--	--	No statistically significant findings	Provided more effective use of Independent Study.
Personal Narrative Unipack	10	F	--	--	No statistically significant findings	Provided more effective use of Independent Study.
Folk Music Right Now	7-8	F & A	--	--	Project completed but considered inappropriate for intended grade level.	--
Analysis of a Novel: The Power and The Glory #1	10	F & A	--	--	Project completed but not tested.	To be tested 1968-69.
Analysis of a Novel: The Power and The Glory #2	10	F & A	--	--	Project completed but not tested.	To be tested 1968-69.
Analysis of a Novel: The Power and The Glory #3	10	F & A	--	--	Project completed but not tested.	To be tested 1968-69.
Wordsworth, Blake, and Britain Today	12	F & A	--	--	Project completed but not tested.	To be tested 1968-69.
Sentence Structure: Analysis of Elements	7-8	M	--	--	Project completed but not tested.	To be tested 1968-69.

MATHEMATICS

Project Title	Grade Level	Ability Level	Evaluators Stu. Tchrs.		Findings	Conclusions
Two Units on MSG Topics-- Simplexes, Permutations and Combinations	7-8	F & A	--	--	Project completed but not tested.	To be tested 1968-69.
Slope "y" Intercept Filmstrips Solving Systems of Equations Graphically and Algebraically	9	S	30	4	No statistically significant findings.	Provided more effective use of Independent Study.
Filmstrips on Polynomials and Factoring	9	S	60	5	No statistically significant findings	Provided more effective use of Independent Study.
Geometry Tapes and Response Sheets	10	A	--	--	Project completed but not tested.	To be tested 1968-69.
Supplemental Math Study Sheets for M II students	10	S	58	1	49 of 58 students felt the study sheets emphasized the chapter concept. 50 of 58 students felt the sheets would be helpful to students next year.	Widespread use should be encouraged.
Fractions and Mixed Numbers	8	M	40	1	82% felt unipack helped somewhat. 7% felt unipack helped quite a bit. 11% felt unipack helped not at all. Most students felt learning this way was better than or about the same as studying a basic text.	Unipacks should be more widely used. Different grade levels should use them. The unipack should not be used as busy work. Study center teachers felt language of unipack was more easily understood than textbook.
Teaching of Radicals-What They Are-How They Are Solved	10	M	--	--	Project complete but not tested.	To be tested 1968-69.

Project Title	Grade Level	Ability Level	Evaluators Stu. Tchrs.		Findings	Conclusions
Binary Sorting	10	M	--	--	Project completed but not tested.	To be tested 1968-69.
Lessons on the Sliding and Rotating Graphs	9	M	15	1	8--it helped a great deal 7--it was of some help, was easy to understand Tested for retention two weeks later: 7--perfect papers 4--only one or two errors Only one student got less than half of the problems correct	Other teachers used the unipacks which the students liked so much they wanted to purchase them. More unipacks should be made available to the study center.
Programed Unit on Distributive Properties	9	M	--	--	No statistically significant findings	Provided more effective use of Independent Study
Programed Unit in Right Triangle Theorem	9-10	M & S	--	--	No statistically significant findings	Provided more effective use of Independent Study
Programed Unit for the Addition of Algebraic Fractions	9-10	M & S	--	--	No statistically significant findings	Provided more effective use of Independent Study

HOMEMAKING

Project Title	Grade Level	Ability Level	Evaluators		Findings	Conclusions
			Stu.	Tchrs.		
Individual Helps in Making a Garment	9-10	M	200	1	No actual evaluation conducted. A report was written but corrections suggested by Dr. Hoffman have not been made. 50 students voluntarily stated the notebook was helpful.	Study should be beginning next year.

SCIENCE

Project Title	Grade Level	Ability Level	Evaluators Stu. Tchrs.		Findings	Conclusions
Celestial Navigation-- a Paradox	9	M	--	--	Project completed but not tested.	To be tested 1968-69.
Collecting & Mounting In- sects	7	F	42	1	84% of students learned the identi- ties of insects pre- viously unknown to them. 95% would recommend the unipack to others. 81% felt the unipack would be more useful in the summer and early fall.	Most obvious need is that the unipack be used in the summer or early fall to coincide with planned curriculum.
Oceanography- An Adaption of EBF and U.S. Navy Materials	--	--	--	--	Dropped	--
DNA: Its Function, Genetic Sig- nificance, and Role in Pro- tein Synthesis	10	F	--	--	Project completed but not tested.	To be tested 1968-69.
The Mole Con- cept	10	F	--	--	Project completed but not tested.	To be tested 1968-69.
TV Stream Erosion	9	M	--	--	Project completed but not tested.	To be tested 1968-69.
Purification of Water	7	M	100	1	82 $\frac{1}{2}$ % felt the unit was just the right difficulty. 38% said it helped a great deal. 57% said it was of some help. Students wanted more experiments and more contact with teacher.	The students should perform non-injurious experiments. Some parts of the unipack should be re- written. Teachers should meet with student after <u>each</u> lesson and not just at the end of the unipack.
Heat Transfer	7	M	--	--	Project completed but not tested.	To be tested 1968-69.
Conservation of Birds	7	M	--	-	Project completed but not tested.	To be tested 1968-69.

Project Title	Grade Level	Ability Level	Evaluators		Findings	Conclusions
			Stu.	Tchrs.		
Celestial Globe	--	--	--	--	Dropped	--
Peas and Particles	3-6	M	30	15	Teachers subjective evaluation indicate extremely favorable response. No student evaluation made	A study should be conducted next year. Teachers feel it is a great motivational item.
Individualized Experiment in Micro-Biology	10	F	--	--	No statistically significant findings	Provided more effective use of Independent Study
Individualized Contour Map Reading 8mm Film	9	M	--	--	No statistically significant findings	Provided more effective use of Independent Study

INDUSTRIAL ARTS

Project Title	Grade Level	Ability Level	Evaluators		Findings	Conclusions
			Stu.	Tchrs.		
Architectural Specification Notebook	9-10	M	140	1	Most students found project very helpful. Project had mechanical problem of pages becoming detached.	Project needs further refinement
Project Packets	10	M	10	2	Helpful to all except two students who had serious reading problems. Eight students completed the unit with no help from the teacher (or very little). The two students also completed the unit with teacher assistance	Students enjoyed using unit. Unit will be useful in helping new student orientation to basic metal work. Unit can be used with all students that do not have a special reading problem. More concentrated teacher assistance to those having reading problems.
Mechanical Drawing Sheets	11-12	M	110	1	Each student can proceed at his own rate. The units were not completed soon enough for thorough evaluation. Even students who have difficulty following the unit can receive more individualized instruction because of the many students that can proceed on their own.	The instruction sheets are a valuable and necessary instrument for the conduction of a quality program in individual and individualized instruction. The units will be more detailed, revised, and simplified and evaluated 1968-69.
Mechanical Drawing #2	11-12	M	110	1	Each student can proceed at his own rate. The units were not completed soon enough for thorough evaluation. Even students who have difficulty following the unit can receive more individualized instruction because of the many students that can proceed on their own.	The instruction sheets are a valuable and necessary instrument for the conduction of a quality program in individual and individualized instruction. The units will be more detailed, revised, and simplified and evaluated 1968-69.

PHYSICAL EDUCATION

Project Title	Grade Level	Ability Level	Evaluators Stu. Tchrs.		Findings	Conclusion
8mm Lacrosse Film	9-10	M	--	--	Technical problems delayed completion of project.	To be tested 1968-69.

BUSINESS

Project Title	Grade Level	Ability Level	Evaluators Stu. Tchrs.		Findings	Conclusion
Inc. Alphabet, Index	9-10	M	12	3	Average increase in achievement 35.1% (North Campus) Volunteer students--70.8%. Average increase in achievement (South Campus + 1 North Campus). Cheltenham--86.2% average increase in achievement.	Much classroom time can be saved in teaching filing rules by the programmed instruction method. Students remember the rules better by using the unit. Students can work independently. Unit best used independently with teacher available to answer any questions.
TV Typing Lessons	9-10	M	800	3	Students developed better techniques and better understanding of the use of typewriter early in their typing experience. Immediate assistance by teacher possible.	Tapes need to be made at a slower pace. Clarity of demonstration and variety appreciated by students. Students helped before bad habits are formed.
Materials for Typing Audio Lab-tapes	9-10	M	400	5	Tapes excellent supplement to teacher presentation. Student concentration improved. Techniques improved.	Some tapes too fast for slower students--need a special class and more teacher direction. Difficult to change tapes for each class--should have classes using tapes scheduled back to back.
Individualization of Typing	9-10	M	--	--	No statistically significant findings.	Provided more effective use of Independent Study.

LANGUAGE

Project Title	Grade Level	Ability Level	Evaluators Stu. Tchrs.		Findings	Conclusion
French Verb Endings	7-8	F & A	--	--	Project completed but not tested.	To be tested 1968-69.
Word Study French	7-8	F & A	--	--	Project completed but not tested.	To be tested 1968-69.
Word Study Spanish	7-8	F & A	--	--	Project completed but not tested.	To be tested 1968-69.
Latin I	9	F & A	--	--	Project completed but not tested.	To be tested 1968-69.
French Phonics	7-8	F & A	--	--	Project completed but not tested.	To be tested 1968-69.
Color Coded Programed Vocabulary Cards in Spanish	9	F & A	--	--	No statistically significant differences found in student learning.	Use of materials indicate slight improvement in student achievement.
Independent Study Use of Language Films	9-10	F & A	--	--	No statistically significant findings.	Provided more effective use of Independent Study.
Developing Comprehension in Beginning Spanish	9	F & A	--	--	Project completed but not tested.	To be tested 1968-69.
Developing Advanced Listening Comprehension Tapes in Spanish	10	F & A	--	--	Project completed but not tested.	To be tested 1968-69.

SOCIAL STUDIES

Project Title	Grade Level	Ability Level	Evaluators Stu. Tchrs.		Findings	Conclusion
8mm Film Audio WWI	10	F & A	--	--	Project completed but not tested.	To be tested 1968-69.
Mercantilism	9	F	26	1	Of the fast group (26), 20 had no difficulty with lessons. 6 did mostly with lesson 3 (Encouraging Cooperation) and lesson 5. 23 felt lessons were presented satisfactorily. 23 felt vocabulary was O.K. 20 had no recommendations for improvement.	Lessons 3 and 5 should be reviewed for clarity of presentation and the unit should be used again.
		A	25	--	Of the average group (25), 15 had no difficulty. 10 did lesson 3, lesson 5. 20 felt lessons were O.K., 24 vocabulary O.K., 20 no improvements.	
National Consciousness- How Diversity May Complicate its Development.	10	F & A	--	--	Project completed but not tested.	To be tested 1968-69.
Civil War	7-8	F & A	--	--	Project completed but not tested	To be tested 1968-69.
Individualized Unit on Alaska	K-6	M	--	--	Project completed but not tested.	To be tested 1968-69.
Egypt - A.V.	4,5,6	M	--	10	All teachers rated this multi-media unit excellent in appeal, directions, and objective fulfillment.	This has yet to be used in a classroom situation and the results evaluated.
Filmstrips - American History	7-8	M	--	--	Project completed but not tested.	To be tested 1968-69.
Social Studies Dial Access Tapes	10	F & A	--	--	Project completed but not tested.	To be tested 1968-69.

Project Title	Grade Level	Ability Level	Evaluators		Findings	Conclusion
			Stu.	Tchrs.		
Individualized Unit	4	M	--	--	Project completed but not tested.	To be tested 1968-69.
Individualized Unit on Africa	10	F & A	100	4	Experimental Study conducted. Results incomplete at time of report.	Abstract of results of study to be forthcoming.
Individualized Unit - 6th grade social studies	--	--	--	--	Dropped.	--
World Civilization	9	M	--	--	Project completed but not tested.	To be tested 1968-69.
Understanding Supreme Court Decisions	12	F & A	--	--	Project completed but not tested.	To be tested 1968-69.
Prominent American Negroes	3-6	M	--	--	Project completed but not tested.	To be tested 1968-69.
Federal Courts and Governmental Agencies	7-8	F & A	--	--	Project completed but not tested.	To be tested 1968-69.

-55-

- 56 -

Project Title	Grade Level	Ability Level	Evaluators		Findings	Conclusions
			Stu.	Tchrs.		
A Project in Reading to Teach Sequential Order	7-8	S & M	--	--	Project completed but not tested.	To be tested 1968-69.
Reading Tapes --Vowels	--	--	--	--	Dropped	--
How to Take an Objective Test	9-10	M	--	--	Project completed but not tested.	To be tested 1968-69.
Programed Tape Materials for Auditory Discrimination and Spelling	9-10	M	--	--	No statistically significant findings.	Student achievement levels were raised.
Multi-Sensory Materials for Sight Vocabulary Development	9-10	M	--	--	No statistically significant findings.	Provided more effective use of Independent Study.

-56-

SPECIAL EDUCATION

Project Title	Grade Level	Ability Level	Evaluators Stu. Tchrs.		Findings	Conclusion
Proper Behavior in Interview Situations	9-10	Special Education	--	--	Project completed but not tested.	To be tested 1968-69.

(4) Conclusions and Recommendations

- (a) With only brief but intensive inservice training, local staff can produce high quality individualized learning materials.
- (b) While careful pre-planning and screening procedures slow the production of materials, they do help to insure a high quality product containing all components specified.
- (c) Students using the individualized learning materials indicate a highly positive attitude towards learning subject matter concepts in this manner.
- (d) Through the student use of individualized learning materials in the subject area learning resource centers, teachers can spend less time teaching a specific concept or skill.
- (e) Individualized learning materials for self-instructional use, achieving a quality considered acceptable by a qualified consultant, can be produced by local staff:
 - 11. to give remedial help to pupils who cannot learn with present materials.
 - 22. to provide systematic review at critical points during a school year.
 - 33. to develop special learning skills (such as map-reading and use of card catalog) which pupils require for successful study.
 - 44. to provide enrichment for those pupils who have mastered basic content.
 - 55. to provide basic concepts.
- (f) An increasing number of commercially produced materials (programmed texts, sound recordings, loop films) designed for self-instruction learning of certain concepts and skills are becoming available.

d. Media and Technology

(1) Introduction

Over the two-year period of the Title III grant, the application of media to individualizing learning and the Media Center concept underwent translation from good ideas to actual implementation. Although the use of media in learning centers had a modest beginning before the advent of Title III, the additional hardware purchased under the grant contributed significantly to the successful operation of the learning centers.

The real task, however, was not simply the purchase of new learning devices and their subsequent installation in centers, but rather the supplying of those supportive services crucial to the success of such an effort. It was felt that the establishment of a media center staffed with trained personnel would best serve the needs of the Title III operation. As a result, a Media Center was established in the North Campus building to serve the schools involved in the project.

During the planning year and during the early phase of the first operational year an attempt was made to identify those objectives for the media operation that were worthy of pursuit. The objectives are as follows:

(a) To establish an Instructional Materials Production Center at North Campus which will provide:

11. A location for instructional materials production equipment.
22. A distribution, maintenance, and repair center for audio-visual devices.
33. A training center for use of media.
44. An evaluation center for equipment to be purchased.

(b) To secure, full time, the services of a media and graphics specialist who will be responsible for:

11. Administration of the Instructional Materials Center.
22. Evaluation of instructional material production equipment.
33. Preparation of audio-visual materials to be used for demonstration and dissemination of Abington's program and for instruction of Abington staff members.

44. Training interested Abington staff members, and para-professionals, in the use of media to individualize instruction by:
 - aa. Conducting demonstrations to familiarize the staff members with audio-visual equipment designed for individualizing instruction.
 - bb. Conducting workshops which provide information about:
 111. Operational Techniques
 222. Development of instructional programs
 333. Selection of commercially prepared materials
 444. Evaluative techniques for assessing new media
 - cc. Consulting with staff members who are developing new approaches or learning materials designed to individualize instruction.
55. The assessment of innovative practices in the use of media for individualizing instruction in other schools or institutions and, if indicated, to make recommendations to Abington personnel as a result of these assessments.

Television as a distinct sub-division of media and technology began early in the 1967 school year when a video trainer was purchased as part of Abington's planning grant for individualizing instruction. The trainer was a "package" consisting of a one-inch video tape deck, one camera without viewfinder or zoom lens, a stationary tripod and one microphone.

Some interested teachers experimented with the equipment, but no planned program was attempted until February, 1967, when a television specialist was hired two days per week. In March the time was increased to three days per week, and in April to four days.

The initial objectives were first to introduce television as a teaching tool to teachers, students, and administrators, and secondly to develop programs appropriate to the curriculum and suitable to the technical limitations of the equipment.

The positive response to TV exceeded expectations and indicated the success of initial approaches during the planning grant period. On that basis the following objectives

were set for the television program in the operational year beginning September of 1967:

(a) Objectives

11. To free the classroom teacher from some presentations allowing him more time for individualized instruction.
22. To bring to the classroom via TV outside talent and resources otherwise inaccessible or impractical.
33. To promote the medium's unique feature of instant replay as an opportunity for self-learning through performance observation for both students and teachers.
44. To utilize more effectively the skills of teachers talented in a particular area making them available to more students.
55. To educate the teacher in the use of television as a teaching tool and to aid him in integrating it as a part of curriculum presentation where appropriate.
66. To offer TV as a creative outlet for students and to provide the opportunity for those interested to learn production techniques.
77. To improve and expand opportunities for inservice training within the district.

(b) Activities

The activities engaged in by Media Center personnel include:

11. Service and service-related activities
22. Equipment and program materials displays
33. Demonstration of specific items of equipment to Media Center personnel by equipment vendors
44. Convention displays and other displays of equipment and related items visited by Media Center personnel
55. Production services offered by the Media Center
66. Maintenance and repair services provided by Media Center personnel

77. Consultation services

88. Television

Each of the aforementioned services is discussed in detail in the section that follows:

aa. Service and service-related activities

- (11) Film-discussion - "Let Them Learn," shown by Mr. David Ross, Encyclopedia Britannica, Inc. Viewed by eighteen North Campus science teachers on October 14, 1967.
- (22) Television presentation - "The New Media," by Dr. Frederick R. Mayer, Media Specialist, Abington High School, Date: October 17, 1967. The video tape presentation featured demonstrations and discussions of the relative merits of new media. The tape was viewed by 250 Abington staff members (approx.) as part of an inservice day program.
- (33) Workshop - "Use of the Overhead Projector and Making Transparencies," conducted by Dr. Frederick R. Mayer, Media Specialist. During November and December, 1967, a total of sixteen programs were offered to approximately sixty teachers from the four Title III schools. The programs included both demonstration and individual practice in transparency making.
- (44) Tele-lecture - "The Audio-tutorial Method of Conducting a Biology Laboratory," by Dr. Samuel Postlethwait, Professor, Purdue University. Date: November 13, 1967. The purpose of the lecture was to acquaint staff members with a successful individualized practice with possible implications for Abington's program. The 35 people in attendance participated in a lively interrogation of the speaker (via telephone) after the presentation. The consensus seem to indicate that the audio-tutorial method had merit, but that it was not practical to consider attempting such a program here in the near future.

- (55) Equipment Demonstrations - "The Studymaster and Cousino Cartridge Tape Recorder." Demonstrated by Dr. Mayer for English department members in both the North and South Campus. Date: November, 1967. Program was designed to interest people in creating programs for both of these devices. Thirty-five people participated.
- (66) Small Group Seminars - "The New Media." Demonstrations and discussion concerning the new media presented by Dr. Mayer to entire Huntingdon Junior High School faculty, in groups of six to eight persons. Date: November, 1967. Purpose of program was to interest teachers in creating individualized learning materials for the new media.
- (77) Faculty Seminars - A series of tours of the Media Center which were designed to acquaint new teachers with the services and facilities of the Center. Date: January, 1968. A series of four meetings were planned during January, with eighteen teachers participating.
- (88) Multi-media presentation - "Concepts in Communications," by Eastman Kodak Co. Date: March 12, 1968. A multi-media presentation designed to show the role of visual communication in learning. The use of several projectors, both slide and movie, and a tape device demonstrated the effectiveness of this type of program. Viewed by approximately 95 North Campus staff members.
- (99) Faculty Seminar Presentation - "The New Technology." Demonstration and discussion of the new media and its impact on education. Date: May 2, 1968. Presented to 16 district personnel enrolled in curriculum course.

bb. Equipment and Program Materials Displays. The series of equipment and materials displays listed below were organized and sponsored by the Media Center in cooperation with local business firms.

- (11) "Visual Communications," by Mr. Debes of Eastman Kodak. A presentation concerning visual awareness and its importance to the educational process. Given March 7, 1967. Fifty-five people in attendance.
 - (22) District Inservice Display - The new media and learning materials displayed in the North Campus Library on inservice day. One-hundred fifty staff members viewed displays on October 17, 1967.
 - (33) Demonstration of New Media - Presentation given to Rydal Elementary School parent group. Forty-two parents participated in program in the Rydal School on October 22, 1967.
 - (44) Display - A display of the new media used in North Campus learning centers. The devices displayed were used to complement a presentation to a McKinley School parent group by Dr. Carl B. Hoffman, Assistant Superintendent, Abington School District. Approximately 55 parents were in attendance at the November, 1967 meeting.
 - (55) Display - A display of the new media and learning materials. The display was used in conjunction with a lecture by Dr. Carl B. Hoffman concerning the learning center concept. Approximately one-hundred thirty parents attended this December meeting at the Glenside-Weldon Junior High School.
 - (66) Display and Multi-media Presentation - Mr. Douglas Kunz displayed complete line of Kodak's educational devices and presented multi-media program. Approximately 95 North Campus faculty members were in attendance on March 11, 1968.
- cc. Dissemination of Media Information. Included below are those formal presentations conducted by Media Center personnel for the purpose of explaining the North Campus program of individualizing learning through the use of media.

- (11) "Individualizing Learning at North Campus." A slide discussion presentation by Dr. Frederick R. Mayer explaining the North Campus plan to individualize learning through the use of media. Presented to approximately twelve consortium school personnel in attendance, November, 1967.
 - (22) "Media in Learning at North Campus." A multi-media presentation designed to explain the use of media in learning centers. Presented to approximately 50 neighboring school administrators from a three county area. Date: January, 1968.
 - (33) "Media in Learning at North Campus." A multi-media presentation designed to explain the use of media in learning centers. Presented to approximately 125 school personnel at Plymouth-Whitemarsh School District, as a part of their inservice day. Date: January 25, 1968.
 - (44) "Media in Learning." A multi-media presentation designed to explain the services of the Media Center and their importance to the individual teacher. Approximately 120 North Campus faculty members in attendance. Date: February, 1968.
 - (55) "Audio Tape in Learning." A slide-lecture presentation by Dr. Frederick R. Mayer presented to state administrators and media directors at a Department of Public Instruction sponsored inservice program. Approximately 40 persons in attendance on November 27, 1967.
- dd. Demonstration of specific items of equipment by equipment manufacturers.
- (11) A. B. Dick - mimeograph and electronic stencil cutter.
 - (22) Bailey Films, Inc. - 8mm cartridge sound films.
 - (33) Ealing Films, Inc. - 8mm single-concept loop films.
 - (44) efi Corp. - demonstration of audio-notebook.
 - (55) Elco Corp. - demonstration of synchronized filmstrip audio tape device.

- (66) Gestetner Corp. - mimeograph and electronic stencil cutter.
- (77) Hubbard Scientific Co. - overhead transparencies
- (88) IBM, Inc. - primer typewriter
- (99) Jetronics Corp. - slide-tape programmer-projector
- (1010) 3M Co. - reader-printer microfilm device
- (1111) 3M Co. - "107" Copier
- (1212) Kodak Co. - complete audio-visual products line
- (1313) O.H. Hirt Co. - audio-visual products line
- (1414) Penn Audio Visual Co. - Technifax products and photo-modifier
- (1515) S.R.A., Inc. - complete line learning materials
- (1616) Switchcraft, Inc. - listening system
- (1717) Varsity Corp. - headliner photo printer

ee. Conventions attended and other displays visited by Media Center personnel.

- (11) American Association of School Administrators - Atlantic City. Comprehensive display of AV devices and learning materials. January, 1968.
- (22) Pennsylvania Learning Resources Association - Hershey, Pennsylvania. Display of AV devices and learning materials. October 19-21, 1967.
- (33) Pennsylvania Television Cable Association - Philadelphia, Pa. Television equipment display. October 9, 1967.
- (44) Pomerantz and Co. - demonstration of mimeograph devices, electronic stencil cutter. Philadelphia offices on December 16, 1967.
- (55) Technifax Corp. - Pennsauken, N.J. Display of Diazo equipment and related materials. November 15-17, 1967.

- (66) FilmMakers Inc., Philadelphia, Pa. - visit to and appraisal of facilities by Media Center personnel. November 2, 1967.

ff. Production services offered by the Media Center

- (11) 35mm camera work and photo-copy work - involves the making of black and white prints or colored slide sets and the translation of colored pictures into colored slides for use with classes. Relatively few individuals used the darkroom services of the Media Center, except for special effects. However, the making of colored slide sets from colored pictures proved to be a very popular service, with over forty sets of slides produced to attest to this. Six sets of slides were also produced for dissemination purposes.
- (22) Photo-modifier work - the photo-modifier enables the user to enlarge or reduce any picture and to print it on photographic paper or on Diazo master film for use in making transparencies. Although not operative until later in the school year, the modifier enabled us to produce several transparencies that would have been difficult or impossible to produce in any other way. Example: pocket-size automobile braking distance card for use in driver education was photographed and enlarged for use on overhead transparency.
- (33) Art work - although a graphic artist was not included this year for budgetary reasons, Media Center personnel completed approximately 24 requests in this area. These requests included art work for television presentations, drawings for overhead projectuals, sketches for unipacks, maps for world civilizations, and other works.
- (44) Overhead projectual work - this service was used mainly by teachers in the North Campus building. The service included art work designed to enhance the production of professionally made overhead projectuals.

Hundreds of projectuals were made during the year using the Diazo and several hundred others using the 3M "107" copier. More than one hundred teachers were taught the steps in transparency making.

- (55) Lamination work - lamination is the covering of any material up to the thickness of cardboard with a thin covering of mylar. More than a thousand feet of material was mylar coated. The materials covered included magazine pictures, newspaper articles, art work on burlap, collages, photographs, laboratory assignment cards, student work sheets and other work.
- (66) Audio taping and cartridge transfer - a service of the Center that included taping programs for use by teachers or the transfer of pre-taped materials to cartridges used in Cousino tape recorders in learning centers. The teaching of taping techniques to a dozen or more teachers was also involved in this service.
- (77) Headliner printing and layout work - the Varityper Headliner proved to be a popular way of producing professionally made projectuals. The Headliner used a photographic process to "print" letters on film or photographic paper. Although the demands for printing on paper for signs and posters was relatively great, Headliner printing on film for use on Diazo masters (used in making overhead projectuals) was by far the most important use to which the device was put. Some layout work for offset printing was also completed.
- (88) Dry mounting work - involves the use of a dry mounting press and tissue for the mounting of work on art board. Relatively little use was made of this service during the course of this first year in the Media Center's operation. It was hoped that as teachers became more acquainted with this process and other less familiar processes, they would become more widely used.

- (99) Photographic darkroom processes - the Media Center offered teachers the complete services of a well equipped darkroom, including developing, printing, enlarging, and other special photographic services. Approximately twenty teachers availed themselves of this service. Work included photomicrography, student project work, pictures for unipacks, and other work.

gg. Maintenance and repair services provided.

The Media Center provided normal field maintenance of all Title III equipment distributed to schools cooperating with the Title III project. Repair of a limited nature was also undertaken in the Center; however, if repairs could not be completed by Media Center personnel, the equipment was either sent to the school district service center or back to the supplier for repairs. Listed below are some of the pieces of equipment repaired, reasons for their breakdown, and the servicing agency:

- (11) Technicolor Console, Model #600 - this projection device is the result of a marriage of the projection unit with a rear screen projection console. The engineering of the device resulted in a series of pulleys and cords for manipulation of the controls. Excessive torque on controls or tampering caused malfunction of the device. All four of these units were in need of service the first week. Two were sent back to the supplier and two were repaired on site. Each of the four units has needed service on the average of once each week since they were placed in service. Replacement parts must come from California - this is a serious drawback to the servicing agency.
- (22) Technicolor 8mm Loop Projector - these units are in almost constant need of attention for either bulb replacement or adjustment. Nearly all of the needed servicing was done by the Media Center. Approximately forty service calls were made to service these units.

- (33) Audiotronics Stereo Listening System - of the four Stereo Listening Systems purchased, three have been made inoperative by student operators. In one machine the needle was removed and in the two other damaged machines, the stereo cartridge was taken. Replacement parts, although ordered two months ago, have not yet been received. The Media Center could have repaired these devices quickly if replacement parts had been available.
- (44) Cousino Cartridge Tape Recorder-Playback Units - the three units repaired were serviced by the district service center. Two units in need of extensive repairs were returned to the supplier. In each case the device was out of operation for two or more months.
- (55) Varsity Headliner - this production device was serviced in the Media Center seven times during the year. In each instance the mechanism was malfunctioning because of incorrect film feeding. The machine was given routine servicing by the supplier under the terms of a service contract.
- (66) 3M "107" Copier - this unit was out of operation three times during the year. Repairs were accomplished quickly by the servicing contract. Media Center personnel corrected several problems with this device that were due to incorrect procedure by personnel using it.
- (77) Fairchild Mark IV 8mm Projection Unit - only two instances of malfunction were encountered in the operation of this machine. Both cases were the result of overload of the earphone listening circuit in the device. The supplier corrected this difficulty and returned the machines in ten days.

Summary: The major objective in connection with the maintenance and servicing of Title III equipment was to keep all devices in operation, especially those in learning centers. This objective was not met when equipment had to be sent to the district service center or to the equipment supplier for repair. In each instance an inordinate amount of time was lost before the equipment was returned.

hh. Consultation Services

As used in the context of this section of the report, consultation is an activity involving the media specialist and one or more persons seeking a solution to an instructional problem involving media. Two types of consultative activities were engaged in: formal and informal. Formal consultation may be thought of as being both structured and pre-planned, and usually involving a specific problem. Informal consultation, on the other hand, was both unstructured and unplanned, and frequently impromptu. Both types of consultation, however, proved to be crucial to the successful operation of the Media Center.

Formal consultations were arranged through weekly visits to each of the Title III schools. These visits proved to be more successful when the school administration alerted the staff to the visits, and when staff members were working on specific learning materials projects. During these weekly visits consultation with learning center aides proved to be of value to the aides in resolving a variety of problems. It is estimated that there were ten to fifteen formal consultations each week after weekly visits were initiated.

Informal consultations usually resulted from a "chance" meeting of the media specialist and the person with a problem involving media. Teachers especially were frequently too involved with the daily pressures of teaching to visit or set up an appointment with the media specialist. It became apparent as the year went on that the media specialist need to make it a point to mingle with teachers and, as frequently as possible, suggest certain services of the Center as possible ways of improving teaching or learning. It is estimated that there were 30 to 50 informal consultations each week that the Media Center was in operation.

ii. Television

(11) Planning Grant 1966-67

- (aa) Classroom Observation. The academic department was selected as the best place to begin television activities. With the permission of the department chairmen, the

three largest departments (English, 19 teachers; mathematics, 17 teachers; and social studies, 14 teachers) were each televised at their regular bi-weekly meeting. At the end of each meeting, portions of the program were played back, and a simple, non-technical explanation of operation and application was given. The large majority of teachers was pleased to see themselves on the screen and surprised at how relatively uncomplicated the operation appeared to be. An invitation for class observation, i.e. a video taping of a regular class period, was extended emphasizing the following safeguards:

The teacher selected the class to be televised.

The teacher "owned" the video recording of her class, and no one was to see it without her expressed permission.

The recording would be erased when the teacher so designated.

Three or four immediate requests came from each presentation, but more important, it provided a basis for future personal contact with all teachers involved; during March, April, and May, 22 teachers were televised for self observation. Four requests could not be honored due to technical difficulties or scheduling conflicts. For most teachers classroom observation was a revealing experience. Five teachers requested a second taping session, while three asked supervisors to join in viewing the tape for evaluation. Unfortunately, there was not sufficient time allotted for TV personnel to make this experience available to all teachers during the 1966-67 school year. The value of class observation went beyond the obvious benefit of improving teaching through self analysis. It gave the teacher a personal experience with the medium both as a teacher and as a learner, and paved the way for other applications of the medium.

(bb) Another popular use of the medium during the first few months was instant replay for student activities. Instant replay refers to the immediate playback of a video taped performance of some activity. This particular use of TV emphasized the thrust of the Title III project - individualized instruction. While focusing on the performance of the individual, instant replay creates a student centered learning situation. The benefits of instant replay are so immediate and so obvious that, of all the applications of closed circuit TV, it was probably the easiest to develop. There were several natural opportunities, e.g. drama, modern dance, athletics, gymnastics, and public speaking. Little technical skill was required to operate the equipment for instant replay, and by May, a few teachers and students were handling it themselves.

(cc) Class Enrichment

No class received instructional TV on a regular basis during the introductory period. All TV programs were considered class enrichment, i.e., bringing to the class some presentation that could be done only with TV, or a presentation that could be improved by using TV. Teachers were encouraged to experiment (with professional help) with various presentations. The following programs were developed before the end of the school year.

Social Studies: Guest speakers to the Social Studies Department were video taped and replayed to classes otherwise unable to hear the speaker. A Vietnam debate among faculty members was made available to be shown in class at the teachers' discretion. During historic national events and at times of international crisis, a television receiver was placed in the social studies learning center as a resource for students.

Science: A biology experiment on the living heart of a mammalian animal far too delicate an operation to be attempted in regular class, was video taped after school and shown to nine classes. Written tests

checking the amount of information communicated through the medium and also checking student attitude toward the medium indicated the experiment was highly successful.

Business: A demonstration of the use of the typewriter featuring proper operation of some of the smaller parts of the machine, was made to weigh its value in teaching this material.

English: An English teacher assembled a pictorialization of several poems in the curriculum; audio accompanied these. It was shown to several English classes to stimulate discussion, and teachers reported it had the desired effect. An honors English presentation of the play, "Trojan Women," was video taped and presented to classes who could not see the live performance.

(dd) Inservice Training

At a district gathering of teachers, television was used to explain and demonstrate television. A borrowed camera was used to record equipment in operation showing the video trainer recording the picture the audience was watching on the screen. Dubbed onto the same tape was a brief segment of class observation, the typing demonstration, two drama students reacting to instant replay, and the poetry pictorializations. Teachers who had used video tape described their particular interest in the medium. This program resulted in more than a dozen requests from teachers in other schools about the possibility of using video.

(22) Operational Grant 1967-68

In order to accomplish the objectives of the operation grant, a student crew was trained and a part-time assistant was hired. The following is a description of the activities designed to accomplish the stated objectives, and a report on the level of success attained from September, 1967 to May, 1968.

- (aa) To free the classroom teacher from some presentations allowing more free time for individualized instruction. Demonstration lessons in several subject areas were taped and made available to teachers in appropriate departments. By showing a lesson on television, the teacher was freed from the presentation and was able to circulate about the class offering individual help as it was needed. Listed below are the programs which have become a part of the permanent library and are available for class showing on request of the teacher.

Typing - Introduction to Typewriter,
Setting Margins, Centering, Letter Squeeze

Chemistry - Basic Lab Techniques

Earth Science - Celestial Glow, Stream
Tables

Biology - The Heart

Graphic Arts - The Printing Press
(2 lessons)

Art - Woodcutting

One of the permanent tapes attempted was not of sufficiently high quality to be used as a regular class presentation. Eleven were judged by the teachers who used them to be fine enough to become permanent resources.

- (bb) To bring to the classroom via TV outside talent and resources otherwise inaccessible or impractical.

Guest Speakers: Seven guest speakers in social studies and humanities who could not make as many separate presentations as was desirable were video taped and shown to a combined total of 45 classes, at teacher request.

Student Presentations: More than twenty student presentations done singly or in small groups were video taped for replay to other

classes. Occasionally these presentations were taped in the TV studio, but more often they were taped as the initial performance was given in class. These tapes often were made available to other classes and received more than forty showings.

Activities: Drama classes sometimes chose to act out scenes from plays which were part of the English curriculum. After drama classes viewed the tapes for instant replay, they were made available to English classes.

In connection with a unit on "The Rights of an Individual in Society," ninth grade social studies students staged a mock protest outside the school which was televised for presentation in large group. Five teachers cooperated by taking various roles of authority during the protest for the purpose of stimulating discussion about the individual and authority.

Guidance: Seven faculty members of the South Campus Business Department contributed to a video tape describing courses to be offered by the department during the next school year. The tape was shown to tenth grade students before spring registration to facilitate their course selection.

Public Relations and Information: Activities in the new learning center at the Willow Hill School were video taped and shown to parents in order to inform them about this unfamiliar educational experience. The program was produced in order to eliminate the necessity of answering many parental questions during teaching hours.

A video tape of kindergarten activities was shown to parents with class procedure so they might better prepare their children for school.

Teacher Substitute: A history teacher anticipating a three-day absence video taped class presentations to be shown in his absence. He prepared accompanying work sheets to maintain student interest throughout the program and to reinforce information. The video tapes prevented interruption of class progress despite the absence of the teacher.

TV Workshop: Eleventh and twelfth grade students participated in a nine-week TV workshop. Students produced a series of six newscasts taking full production responsibility. Despite many requests, the workshop could not be renewed due to a lack of personnel.

In these instances, TV enriched or improved the curriculum in a way that no other medium could have. In each application, teachers involved judged the experience to be valuable enough to be offered as a permanent service.

- (cc) To promote the medium's unique feature of instant replay as an opportunity for self-learning through performance observation for both students and teachers.

More than one hundred class observations were completed. This included second and third observations done for some teachers. Observations were one of the few TV activities that could be extended to two of the other Title III schools, Willow Hill and Huntingdon Junior, under existing equipment and personnel conditions. Unfortunately it was subsequently impossible to extend this service to teachers at the North Campus school in the same degree it was available before.

Instant replay was used in gymnastics, modern dance, drama, and general student presentations. Its value remained obvious and its use increased to at least thirty hours, but there was insufficient personnel to apply it on the very regular basis that was desired.

- (dd) To utilize more effectively the skills of teachers talented in a particular area making them available to more students.

The untapped skills of talented teachers and guest speakers remained a resource of vast potential. In those few instances when special lessons were prepared, our TV facilities precluded optimum distribution within the school district. It was an unrealistic objective and therefore should not have been attempted until a much improved distribution system was acquired.

- (ee) To educate the teacher in the use of television as a teaching tool and to aid her in integrating it as a part of curriculum presentation where appropriate.

Training was done by the TV specialist in small groups and more often on a one to one basis. Often, the department chairman, or the teacher involved in producing a program suggested a specific number of applications to teachers. Every experience with television - class observation, instant replay, demonstration, etc. - was used to train the teachers involved.

Training in the use of TV as a teaching tool was usually accomplished through discussion. Training in the operation of equipment (which was less frequent) was accomplished by detailed instruction.

The accomplishment of this objective was established as the basis for a successful program. The wide teacher acceptance of the medium demonstrated by the teacher requests for programming, indicated that teachers were trained well, and that a firm foundation for future television programming was established.

- (ff) To offer TV as a creative outlet for students and to provide the opportunity for those interested to learn production techniques.

About eighty low ability English students successfully completed the production, and taping of two variety programs. Each student took an active part in the experience. They chose from a variety of activities. Among them were production planning, writing, producing assistance, performing, camera work, and tape

deck operation. The two teachers who worked with the TV specialist in supervising the activity judged the experience to be an excellent stimulant for class participation and individual effort. Both urged that the experience become a regular part of the low ability English program.

- (gg) To improve and expand the opportunities for in-service training throughout the district.

The first district wide in-service day of the 1967-68 school year featured television presentations. Four TV programs were presented by a teacher panel, a guest speaker from the community, the high school principal and a group of teachers, and the media specialist. The TV programs and one film were run concurrently in selected classrooms, and teachers visited any three of the five programs. Program content was excellent but technical difficulties marred several of the showings. Other in-service programs produced on video tape were:

Four day workshop in individualized learning--
A. Glatthorn.

Small Group Activities -- A. Glatthorn

Applications of Television--Joan DeLaurentis

The School and the Deprived Child--A. Glatthorn

The Role of the Teacher in Personalizing the Curriculum--P. Brandwein

Flexibility and convenience are the main advantages in televised in-service training. Training can be presented repeatedly at different locations. Also, a library of in-service tapes can readily orient new teachers in various phases of the school system.

(2) Evaluation

Evaluation of the Media Center's overall operation was based upon the relative degree of success Media Center personnel had in meeting certain predetermined objectives. In the section that follows, each objective is stated and the degree of success in meeting that objective is summarized. Where possible, appropriate supportive data are offered.

- (a) To establish an Instructional Materials Production Center at North Campus.

Evaluation: Rooms M-5, M-9, and M-11 were set aside for use as a Media Center in the North Campus building. The facility proved adequate for the intended purposes of housing production equipment, inservice training meetings, distribution and service for all Title III equipment and related activities.

The center would have proven more effective in its operation had the necessary room modifications been made in the early phase of the Center's operation.

- (b) To secure the services of a full-time media and graphics specialist to operate the Center.

Evaluation: In September, 1967, operation of the Media Center was turned over to Dr. Frederick R. Mayer, who served as media specialist and as a graphic artist. Dr. Mayer's graduate work was in both administration and curriculum. He also has experience as an electronics specialist and as a photographer, along with extensive knowledge about audio-visual devices.

11. Administration of the Instructional Materials Production Center.

Evaluation: Administration of the Media Center occupied approximately one-third of the Director's time and included such activities as: selecting and ordering supplies and equipment, keeping of all records and files related to media, supervision of personnel in Center, reporting, and correspondence.

22. Evaluation of Instructional Materials Production Equipment.

Evaluation: A subjective evaluation of each major piece of instructional materials production equipment follows:

- aa. Varsityper Headliner--using a photographic process the headliner enabled the user to quickly produce printed copy of professional quality. The resultant copy could be used in making overhead projectuals, posters, labels, layout work for off-set printing, and wherever printing on film or white paper could be used. Operation of the Headliner was both efficient and reliable, although somewhat expensive. Media Center personnel and the more than 35 people taught to operate the device used over 800 feet of film and paper to print copy.

- bb. 3M "107" Copier--the "107" proved to be a very popular copy device. Its simple two-step operation could be taught to anyone in a matter of minutes. The more than one-hundred people taught to use the device made over 10,000 copies of originals and over 300 transparencies.
- cc. 35mm Camera--Nikkormat FT--an excellent 35mm camera that combined simplicity of operation with reliability. Over 500 slides were produced by this camera, with excellent results with both live photography and copy work. Approximately five students and five teachers borrowed the camera for special projects; all were taught to use the camera first.
- dd. 8mm Movie Camera--Honeywell Trimatic--a well-made, versatile camera with the capability of "shooting" both standard eight and super eight film. Although only three projects were completed with camera (it was not received until late in April), it proved itself as being reliable in operation. Some difficulty was encountered initially in changing from the super eight to the standard eight camera back. Factory service seemed to correct the difficulty.
- ee. Polaroid Camera Model 250--when immediate results are desired, the Polaroid camera is unsurpassed. Picture quality, however, leaves something to be desired. The five users of the camera took over sixty pictures with it during the year.
- ff. Diazo Exposure box--for professional results in overhead projectual making, the Diazo process is unmatched. However, the device is not as popular as the "107" copier for transparency making simply because it takes more training to use the device and more time to complete a project. Despite these drawbacks, Media Center personnel completed over 500 transparencies, both colored and black and white, during the year. Over 50 people were taught the various steps in Diazo transparency making.

For a summary of individual student uses of equipment evaluated, see appendix.

- (c) Preparation of audio-visual materials to be used for demonstration and dissemination of Abington's program and for instruction of Abington Staff members.

Evaluation:

- 11. The Media Center was responsible for the preparation of

audio-visual materials that were to be used for demonstration and dissemination of the school district's program and for instruction of school district staff members. Although several media were employed in accomplishing the aforementioned objective, the medium that proved most valuable in dissemination of information about the school district's program was the 35mm slide set. A collection of several hundred slides was made available to staff members for use in the various programs presented throughout the year. One slide set was also used in conjunction with an audio tape. Although this program proved successful, it did not have the flexibility of use that the slide collection offered the user. Slide programs made up by the selection of slides that best met the needs of the user proved to be most effective.

22. A television tape presentation was also made available for use by interested persons. This medium did have limitations, however, for the television tape was not compatible with the tape recorders owned by a number of potential users. Over three-hundred staff members did view this program during in-service day, however.
33. The Media Center also produced an 8mm color film concerning media in learning at North Campus. The showing of the film with live commentary by the lecturer proved to be very effective. This same film was later supplied with a magnetic sound-track and encartridged for use in the Fairchild Mark IV projector. When this project is completed, visitors to the building will be able to view a fifteen minute sound film about North Campus, individually or in small groups.

(d) Training Interested Abington Staff Members and Para-Professionals in the Use of Media to Individualize Instruction.

Evaluation: The training of interested Abington staff members and para-professionals in the use of media to individualize instruction was accomplished in several ways:

11. A continuing series of demonstrations was offered to individuals and small groups of persons, with many of these demonstrations tailored to the expressed needs of the individuals concerned. Although an actual count was not kept, at least fifteen persons a week sought help in familiarizing themselves with the various pieces of production equipment housed in the Center.
22. Formal demonstration of specific pieces of equipment were also offered to those interested. This type of demonstration involved new pieces of equipment which were likely not familiar to teachers and others. A number of such demonstrations were offered in connection with:

aa. the VariTyper Headliner Printer

- bb. the photo-modifier
 - cc. the 3M Reader Printer
 - dd. the Diazo printer
 - ee. the "107" copier
 - ff. the photo-copier
 - gg. cartridge tape recordings
33. A series of demonstrations were also offered to interested staff members by vendors contacted by the Media Center personnel. Such demonstrations provided participants with valuable information concerning unfamiliar devices of potential worth to the district. Such demonstrations were provided in conjunction with:
- aa. Mast Teaching Machines
 - bb. Elco Corporations's Mastermatic I
 - cc. efi's Audio Notebook
 - dd. Jetronic's slide-tape programer
 - ee. Norelco's taping devices
 - ff. Fairchild's Sound 8mm Camera
 - gg. Kodak's cartridge 8mm projector
 - hh. Language Master
 - ii. IBM's primer typewriter
 - jj. Technicolor's No. 1000 8mm projector
44. Inservice workshops conducted by Media Center personnel also provided staff members with information about the operation of the center. One series of workshops was offered sixteen times in an effort to enable an many interested teachers to attend as possible. More than fifty teachers availed themselves of this service. Workshops were also conducted for individual teachers seeking specific information or training.

- (e) The assessment of innovative practices in the use of media for individualizing instruction in other schools or institutions and, if indicated, to make recommendations to Abington personnel as a result of these assessments.

Evaluation: The Director of the Media Center did not visit any other schools or institution during the school year 1967-68.

(3) Conclusions and Recommendations

Based on empirical evidence and on the judgment of the Director of the Media Center, the following conclusions and recommendations seem relevant.

(a) Conclusions

- 11. The Media Center proved to be an effective way of providing essential services to the schools that it served.
- 22. The most frequent and effective use of the Media Center was made by those personnel working in the same building in which the Center was located.
- 33. Staff members who attended workshops sponsored by the Media Center did not seem to use the services of the Center appreciably more than those individuals who did not attend the workshops.
- 44. Both equipment and program materials were best evaluated when sent to the school on approval. Two months seemed like a reasonable time to keep equipment and materials for evaluation.
- 55. The service and repair of equipment was not handled expeditiously by the Media Center or the district service center.
- 66. Equipment placed in learning centers should be as tamper proof as possible. Center personnel should modify equipment that is easily broken or damaged.

(See Appendix for evaluation of equipment)

- 77. An on-going "public relations" or in-service program designed to acquaint teachers with the services of the Media Center or related matters seemed to be an effective way of maximizing teacher use of the Center.
- 88. Every piece of equipment used in the Media Center or in Learning centers should be demonstrated, with both its use and potential use explained.

99. The Media Center should stock all replacement parts for equipment that is likely to break down. This is especially true for equipment that utilizes consumable or expendable parts, i.e., light bulbs, phonograph needles, phonocassettes, etc.
1010. The importance of media and technology in learning and teaching seems to be increasing due to the stress on instructional flexibility, emphasis on individualized learning, and advancements in technology.
1111. Effective use of media for individualizing instruction depends upon the quality and quantity of available software, the training of personnel, the proper application of hardware to the instructional task, and the adequate planning of pilot programs on a small scale.
1212. To individualize instruction adequately through the use of media, the initial financial commitment is great and the danger of obsolescence is real.
1313. In considering media for individualizing, the equipment should be flexible, economical, portable, simple, and accessible.
1414. Equipment is only an instructional supplement. It can be effectively used to present information.
1515. The validity of the instructional purpose and content of media used must outlive the "novelty."
1616. Perhaps the most valuable consequence of our efforts to individualize instruction through media may be the impact on the teacher. Teachers become increasingly self-conscious about the act of teaching when trying to redefine the intricate teaching-learning process through adapted uses of media which students may use for self instruction.
1717. Sophisticated equipment required trained personnel for most efficient use.
1818. Generally, students can use and do enjoy using individualized media. In summary, it may be said that media and appropriate software do the following:
- aa. They provide an alternate medium. Some students don't respond to the textbook, but do learn from the film.
 - bb. They permit the student to work at his own pace. A slow learner might complete the Africa unit in three weeks, while a rapid learner might finish in one week.

- cc. They enrich the program for the better student. An English teacher has developed an individualized learning unit on writing poetry by using the metaphor--not a skill all students need-- but one which interested students can use on their own independent study time.
 - dd. They provide alternate content. The student might not learn well from the mathematics textbook which requires the use of discovery techniques--so we develop math tapes which are more direct and explanatory.
 - ee. They permit the student to review as often as necessary. He can watch the loop film on contour map reading ten or twelve times, if he needs to.
 - ff. They free the teacher from the routine task of presenting content--which the machine can do--to have more time to respond to the individual student--which the machine can't do. A film can talk about Africa better than most teachers can--but the film can't carry on a Socratic dialog.
- 2020. The use of teacher-created TV programs in the classroom proved to be an effective way of freeing teachers from their traditional classroom responsibilities. This additional free time enabled the teacher to deal personally with individual student learning.
 - 2121. Television production of special programs utilizing outside talent and resources offered a unique way of providing students with valuable learning experiences. Without TV, provision of these learning experiences would have been impossible.
 - 2222. Television provided both students and teachers with a unique opportunity to experience visual and aural self-observation. The immediacy of instant replay and the capability of multiple playback of programs provided a unique opportunity for self-appraisal.
 - 2323. Our inadequate television distribution system precluded adequate dissemination of programs which were prepared by subject-matter specialists.
 - 2424. The wide positive response and repeated requests for the use of TV indicated that the program has provided adequate training in effective application of the medium.
 - 2525. A limited number of low ability English students successfully completed creative TV productions equal to their ability.

2626. Limited experience with in-service training by TV indicates that TV can be used to make in-service training more convenient and more frequent for teachers throughout the district.

(b) Recommendations

11. The Media Center should continue to provide those services that proved to be valuable to staff members during the school year 1967-68.
22. All equipment and learning materials of potential worth to the school should be evaluated by those individuals best suited to conduct such an evaluation.
33. The necessary skills needed to operate the production equipment in the Media Center should be developed by teachers before their use of the equipment is approved.
44. All equipment should be purchased with extra parts that are likely to need replacement in a thirty-to-sixty day period.
55. Equipment should be purchased from those vendors who can supply fast and efficient service to the school district.
66. Service policies should be purchased for all major pieces of equipment.
77. When practical, equipment and learning materials that may be purchased by the district should be sent to the Media Center on approval. Intensive evaluation of the equipment or materials should be undertaken during the approval period.
88. The Director of Media should be a consultant to any and all curriculum improvement committees operating within the district.
99. It is recommended that all equipment be insured against damage and theft.
1010. Media Center service should be decentralized in order to provide maximum usage of supplies and equipment.
1111. The Media Center should pursue every possible means of acquainting staff members with the services that the center offers. Multi-media presentations, open house visits, new teacher seminars, tours of the Center and other techniques can be used to achieve this end.

1212. Teachers should be encouraged to use available TV tapes with classes. Additional tapes should be prepared and made available to teachers for use with their classes.
1313. Teachers should be encouraged to use TV as a means of extending the limits of their course offerings.
1414. Television instant replay service should be extended to all student and teacher activities where self-observation might improve performance.
1515. An improved TV distribution system should be installed. The North and South campus buildings should be connected by coaxial cable to receive programs from a central point. A minimum of twenty classrooms in each building should be wired for TV.
1616. The program should provide continued instruction in the application of the medium. The program should continue to provide both small group and individualized instruction for teachers in the proper application of the medium. This in-service training is indispensable in successful TV programming.
1717. TV activity should be included as a regular part of the English curriculum for low ability students.
1818. TV should be applied to a greater variety of in-service training programs to take full advantage of the convenience and flexibility of the medium.

e. Citizens' Task Force

(1) Introduction

Although no formal objectives were ever created, the initial purposes for establishing a citizens' task force were to:

- (a) appoint a small working group of interested citizens who had demonstrated past involvement and leadership in schools and community;
- (b) inform participants about Title III so that they would be knowledgeable about the purposes, organization, and activities of the program;
- (c) elicit the help of the participants in developing and modifying the Title III proposal for the operational grant;
- (d) encourage members to interpret the program to others as appropriate in the interests of improving communications and understanding between school and community.

Formal and distinct citizen involvement in Title III began with the creation of the Task Force in January, 1967. Administrators from the district office and principals of several schools suggested names of individuals most of whom were active in parent groups. The first group of seven was later expanded to fourteen so as to include a wider community representation of schools and neighborhoods.

The Citizens' Task Force was active only during the planning grant from January, 1967 through June, 1967. During the operational grant, three task forces of citizens in the areas of school facilities, school curriculum, and school improvement were planned. Subsequent discussion by the Superintendent's Council on Title III made clear that the notion, as originally described in the proposal, was untenable. The number of people involved on three task forces would be large and the distinctions between the objectives of the three groups were not sharply defined nor could they be made so.

It was agreed that a single task force would be formed. Its stated purposes would be:

- (a) to meet with appropriate staff members to be apprised of Title III project activities
- (b) to visit locations where project activities were conducted
- (c) to examine materials developed within the project
- (d) to make a subjective evaluation of the effectiveness of the project through talks with students, teachers, and other involved persons
- (e) to do whatever else was necessary to remain informed as to Title III project activities in the school district.

The members of the Task Force would act as spokesmen in the community for the schools in general and the project in particular. They would also act as a sounding board for community reaction and keep the administration informed accordingly.

The Superintendent presented these ideas to the Board of Education at a public meeting in December, 1967. He asked that the Board approve the basic idea of the task force and invite the people on a prepared list to be members. The Board refused the Superintendent's request. No further action with respect to the task force was requested or taken at that meeting. No further action was taken at any subsequent meeting.

(2) Activities

- (a) The Task Force met once or twice a month during the spring of 1967 at the North Campus school.
- (b) Each member received a copy of the original planning grant proposal to read and study.
- (c) Each member visited the North Campus school, met with staff members, talked with students, toured the facilities, and observed aspects of the Title III program.
- (d) Members elected co-chairmen who assumed the leadership and set the direction for the group within the framework of the established purposes above.
- (e) Individual members of the Task Force voluntarily held teas and open houses to explain and discuss Title III programs with interested neighbors and/or to present material formally to other interested groups.
- (f) Collectively the group edited and distributed a memo entitled, "Clarification of Title III."
- (g) Collectively the group drafted a letter to the school board urging the approval of the operational grant to establish a center for individualized learning.

(3) Evaluation

Inasmuch as formal objectives were not formulated, and since the School Board tabled the appointment of a Task Force for the operational grant, there is no evaluation of this aspect of the program.

(4) Conclusions and Recommendations

- (a) Citizens who have demonstrated interest and have participated in school activities are interested and participate enthusiastically in special projects as well.
- (b) Such individuals can perform a very valuable service to a school district by offering suggestions, describing and interpreting programs, and representing other citizens in an informal supplement to existing structures.
- (c) Care must be taken in organizing such a group to insure that: nominations are consistent and without prejudice, the appropriate officials are involved in the selection, and representation is comprehensive.

- (d) School boards may view such a group as a threat to their role in the community.
- (e) Certain citizens may interpret such a group as an instrument of school officials.

f. Demonstration and Dissemination

(1) Introduction

The dissemination activities related to Title III grants #2022 and #4194 began with the agreement to establish an I/D/E/A Demonstration School at Abington High School North Campus. The Abington School District indicated a desire to "demonstrate and evaluate certain modern educational methods and practices," during the school year, 1966-67, to coincide with the overall, long-range Title III operation.

The attainment of this major objective was given direction in the descriptive brochure, "The Demonstration Schools Project," written by Eugene R. Howard, Director of Innovation Dissemination, which specified the following objectives for the participating schools:

- (a) Plan and implement some tentative procedures for stimulating inquiry and consider possible ways that might be utilized to evaluate the effectiveness of such procedures;
- (b) Plan some procedures for disseminating to interested persons information about how the school tries to encourage inquiry;
- (c) Plan and implement ways to focus initial dissemination efforts upon conveying to interested persons at least the following information about any innovation being exposed: the rationale for it, the procedures being used to implement it, and the evaluation procedures being employed to test its effectiveness;
- (d) Cooperate with I/D/E/A personnel who will conduct research to try to determine the effectiveness or whatever procedures schools devise to try to create a climate for inquiry and/or to disseminate information."

To attain these objectives and the overall objective of contributing to a national effort to modernize education and improve the receptivity to innovation, the Abington High School North Campus project officials developed the following objectives to relate more specifically to the North Campus school as a demonstration school:

- (a) To develop systematic processes for developing information on programs.
- (b) To develop systematic processes for presenting information on programs.
- (c) To develop systematic processes for evaluating information on programs.

These preliminary objectives operable for the planning grant year were developed and specified further as the project moved into its first operational year. These objectives are as follows:

"Proposal Component: - We will demonstrate programs (and disseminate information related to such programs) found successful at the North Campus School."

(a) Objectives:

11. Abington High School North Campus will afford selected potential adopters an opportunity to examine and assess operating qualities of a center for individualizing learning.

aa. Representatives from all teacher training institutions, selected non-profit private schools, and selected public schools in Pennsylvania will be invited to visit the North Campus school. Each visiting representative will:

- (11) be invited to attend a conference at the North Campus school to consider the needs and further involvement of the particular group he represents;
- (22) receive an orientation to present programs in operation, including a presentation of the project rationale, a description of operational programs, and an evaluative status report;
- (aa) by participating in a discussion with the coordinator of demonstration and/or with other school or Title III personnel;
- (bb) by taking a student guided tour through the school plant facilities;

- (cc) by receiving specially prepared written materials;
 - (33) observe specific programs in process, specifically small group and large group instruction, a modular schedule, and independent study
 - (aa) by visiting scheduled classroom situations, and/or
 - (bb) by viewing a variety of media presentations, including slides, slide-tapes, videotapes, and 8mm films;
 - (44) be enlisted to assist in the further development, testing, and packaging of the innovations being demonstrated.
22. Residents in the Abington community, and especially the parents of students attending the North Campus school, in addition to the annual Parents' Night visitation, will be invited to visit the school. Each visiting resident will:
- aa. receive an orientation to present programs in operation, including a presentation of the project rationale, a description of operational programs, and an evaluative status report
 - (11) by participating in a discussion with the coordinator of demonstration and/or with other school or Title III personnel,
 - (22) by taking a student guided tour through the school plant facilities,
 - (33) by receiving specially prepared written materials;
 - bb. observe specific programs in process, specifically small group and large group instruction, a modular schedule, and independent study
 - (11) by visiting scheduled classroom situations,
 - (22) by viewing a variety of media presentations, including slides, slide-tapes, video-tapes, and 8mm films.

33. Members of the faculties of Abington schools will be afforded the opportunity to visit the North Campus school

aa. Each faculty member will be invited to participate in an in-service course entitled "Classroom Dialogue."

bb. Each member of the South Campus faculty will be invited to participate in an inter-visitation program.

44. All visitors to Abington High School North Campus will:

aa. be scheduled for visitations on Tuesdays, Wednesdays, or Thursdays,

bb. receive an orientation to current programs in operation, including a presentation of the project rationale, a description of operational programs, and an evaluative status report.

(11) by participating in a discussion with the coordinator of demonstration and/or with other school or Title III personnel,

(22) by taking a student guided tour through the school plant facilities,

(33) by receiving specially prepared written materials;

cc. observe specific programs in process, specifically small group and large group instruction, a modular schedule, and independent study

(11) by visiting scheduled classroom situations,

(22) by viewing a variety of media presentations, including slides, slide-tapes, videotapes, and 8mm films;

Abington High School North Campus will create a widespread awareness of its project to establish a center for individualized learning among selected potential adopters and members of the larger educational community.

55. A consortium of schools in Pennsylvania, selected by the Pennsylvania State Department of Public Instruction and by Abington School District, will:

aa. receive consultant services upon request; such services to include on-site involvement, automated presentations through media, or "live" presentations through telelectures by Abington personnel;

bb. receive a monthly newsletter describing current North Campus programs and practices in operation;

cc. receive single copies of all individualized learning units developed under the project, additional copies to be provided at cost;

dd. receive single copies of the following publications:

(11) Learning in the Small Group

(22) Independent Study

(33) New Approaches to Large Group Instruction

(44) Hand Scheduling the Modular Schedule

(55) A New Approach to Individualizing Learning

(66) A Global Rationale for Maximizing the Growth of the Individual Learner

ee. participate in developing a communication's network of other affiliated schools in Pennsylvania so designated by the Pennsylvania State Department of Public Instruction and Abington School District;

66. Copies of all individualized learning units developed under the project will be made available:

aa. to the U.S. Office of Education (5 copies),

bb. to the Pennsylvania Department of Public Instruction (3 copies),

- cc. to the I/D/E/A Materials Dissemination Center (1 copy),
 - dd. at cost to any educational institution requesting them;
77. Copies of all printed materials developed under the project will be made available
- aa. to the U.S. Office of Education (5 copies),
 - bb. to the Pennsylvania Department of Public Instruction (3 copies),
 - cc. to the Innovation-Dissemination branch of I/D/E/A (1 copy),
 - dd. at cost to any educational institution requesting them;
88. Special media presentations--videotape, 8mm film, film-strip, audio-tape, slide-tape--will be made available
- aa. to any consortium upon request,
 - bb. to any educational institution--public, non-profit private, and teacher-training--requesting such presentations on any availability basis.
99. All materials made available by Abington School District concerning North Campus programs will be disseminated to all visitors on an established basis, either at cost or without charge."

(2) Activities

Of the 4,000 or so visitors to North Campus during these past two years, educators from 34 states made scheduled visits. Visitors accommodated came from Alabama, Arkansas, California, Colorado, Connecticut, Delaware, Florida, Georgia, Illinois, Indiana, Kentucky, Massachusetts, Maryland, Michigan, Minnesota, Mississippi, Missouri, Montana, New Hampshire, New Jersey, New York, North Carolina, Ohio, Oregon, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin, our home state of Pennsylvania and the District of Columbia.

While the North Campus school is not necessarily strategically located to attract foreign visitors, educators from nine countries (including Canada, England, Guyana, India, Mexico, Norway, Philippines, Russia, and Sweden) arranged visitations during the year.

A variety of interests and occupations was represented, including architects, clergy, college professors, college students, curriculum directors, high school students, parents, principals, school board members, superintendents, teachers, and Title III directors.

The development of the processes and the responsibilities for presenting information to these persons were assigned to the Coordinator of Dissemination and Demonstration. The following services were performed:

Dissemination Activities

Printed Materials

Visitors's Packet

A variety of printed materials presenting information on the philosophy, planning, organization, and operation of North Campus and its programs was gathered from various sources or was specially written to give to each visitor as part of his introduction to the school. Contained in the packet were a visitor's guide which highlighted basic aspects of all programs, a student guide to independent study, a definition of the independent study program at North Campus, an article describing the organization of the 9-10 school, an outline of innovative practices in operation, a description of the I/D/E/A project, a brochure illustrating aspects of curriculum and plant design, and a special brochure describing the innovative facilities and current programs in operation.

Articles

Articles on the philosophy and programs of North Campus were written and have appeared in nationally circulated periodicals: Bulletin of the NASSP, Nation's Schools, and The Ladies' Home Journal. The article, "What Place for Controversy?" by Dr. Allan A. Glatthorn, presented a view of the school's role in the

teacher-pupil-parent relationship and developed a thesis stressing the importance of free inquiry. A second article appearing in Nation's Schools described the major innovations at North Campus, and the problems and reactions related to their implementation. The brief article appearing in The Ladies' Home Journal listed Abington High School as being one of the ten best high schools in the nation.

Newsletter

A newsletter entitled "I/D/E/A/S at Abington" was written and distributed to inform all high school faculty, district principals, central office personnel, Title III Advisory Board, Parents' Task Force on Innovation, the I/D/E/A Demonstration Schools, and certain officials in the Pennsylvania State Department of Public Instruction of the current projects, practices, and products relating to the programs at North Campus. During the operational year the newsletter was discontinued.

News Releases

Throughout the year occasional news releases were written to describe noteworthy events to the community. Articles on projects in progress were published in both the local and Philadelphia newspapers.

Brochure

A new brochure focusing on the opportunities available for the individual student at North Campus was written and prepared for publication. The brochure stressed the concept of maximizing growth for the individual learner and was disseminated during the 1967-68 school year as one ingredient in the visitor's packet. Approximately 5,000 copies of the brochure were given nationwide dissemination.

Audio-Visual Materials

Videotape Presentations

Videotapes of conference presentations featuring individual speakers and videotapes

of special in-service courses given by Dr. Allan Glatthorn were made available to individuals upon request.

Audiotape Presentations

Brief taped presentations describing the philosophy and programs at North Campus--modular scheduling, large group instruction, small group instruction, and independent study--were prepared and available to those requesting such information in advance of or as a follow-up to visitations.

Demonstration Activities

Personal Presentation

Individualized Orientation

Individual arrangements were made for each person or group visiting North Campus including a personal orientation reflecting the interests expressed. Visitors were taken on a guided tour of selected or preferred areas, or of the entire school plant; discussions with personnel having specialized knowledge were planned if requested; and final feedback, question-and-answer, and evaluation sessions were scheduled with each visitor or group of visitors.

Student Guides

An important feature of the visit to North Campus was the opportunity to speak with any one of a number of informed students who were organized into a corps of student guides. The guides were made available to conduct explanatory tours and answer the questions of the visitors, giving them a student's point of view. In addition to conducting pre-arranged tours, an individual student guide was on duty every module of the day to provide services for unannounced and unscheduled visitors.

Consultant Services

On numerous occasions throughout the year, project officials were called upon to provide consultant services to neighboring or distant

school districts, to conduct workshops, to participate in conferences, or simply to present information on North Campus operations.

Media Presentation

Videotape

Videotapes of teachers and students involved in various instructional situations were available at times throughout the year for visitor viewing. Excerpts depicting large and small group instruction were occasionally used as a part of visitor orientation.

8mm Film

A short 8mm color film prepared and edited by students was used with various groups to present a brief overview of the school's independent study programs.

Slide-Tape

A synchronized 35mm slide-tape presentation was prepared to present an overview of North Campus facilities and programs; other specially prepared 35mm slide programs were organized for presentation to visiting groups of 10 or more.

Conference Presentation

Special demonstration days were scheduled throughout the year for various groups of visitors. In addition to several days set aside for representatives from the community and for parents, the following special conferences were held:

Special In-Service Conferences

Two special conferences, one three-day conference in the fall and one two-day conference in the spring of 1966-67 brought together the instructional leaders of the North and South Campus high school faculty to plan strategies for further changes in the high school and to assess the status of the change achieved. The conferences included formal presentations by guest speakers, structured discussions, small group problem-solving sessions, and a variety of informal gatherings planned to provoke confrontation.

Public School Administrators

Various Pennsylvania public school administrators attended a conference, February 22, 1967, which presented discussions of new media in the classroom, innovative in-service programs, independent study procedures, the process of modular scheduling, individualized units of instruction, the use of para-professional personnel, innovative procedures in staff evaluation, and the operation of a dial-access retrieval language laboratory. A similar program was conducted for area public school administrators, February 7, 1968.

Teacher Training Personnel

Representatives from Pennsylvania teacher-training institutions attended a conference on March 8, 1967, to discuss a variety of innovative teaching methods, their implementation at the secondary level, and their implications and applicability to the university. Views on the application of modern curricula to the innovative school, the innovative school and selection of personnel, and the increasing need for a new approach to school-university relationships were presented.

As a result of the discussions stemming from the March, 1967 conference, the approach during the operational grant was focused on arranging on-site visitations by teacher training personnel and graduate students in education. Each group was given a detailed orientation and extensive opportunities for observation and discussion with faculty and students.

Clergy

Approximately 50 clergy representing the Montgomery County Ministerial Association attended a conference on April 11, 1967. Discussions held related to the need to develop better understanding of the role of religion in the public schools and to the teaching methodology being used to get the student involved in assuming the responsibility for learning.

Abington Conference

The second annual Abington Conference, "New Directions in Individualizing Instruction," was held April 23-25, 1967. The conference included presentations on the 8mm revolution, educational games and simulation, instructional management systems, the systematic use of technology, the computerized responsive environment, and the performance curriculum. Featured speakers included Ralph Tyler, Louis Forsdale, Clark Abt., O.K. Moore, John Coulson, Donald Stewart, and Dwight Allen.

The third annual Abington Conference, "New Directions in Personalizing the School," was held March 31, April 1-2, 1968. The conference included presentations on the design of the personalized school, reorganizing the school and the classroom, individualizing technology, developing the personalized curriculum, the role of the teacher, how children want to learn, and the practical aspects of implementing these changes. Featured speakers included Harold Gores, Glen Heathers, Gabriel Ofiesh, William Alexander, Paul Brandwein, John Holt, and Allan Glatthorn.

Diffusion Activities

Consortium Schools Network

A consortium of Pennsylvania schools was established through arrangements with the Department of Public Instruction, and a conference was held November 17, 1967, to identify mutual concerns and to plan for the development of a communications network. One major objective, other than to disseminate and demonstrate innovative practices and programs, was to conduct studies to evaluate the effect of dissemination and demonstration activities on a larger group of affiliated schools.

(3) Evaluation

The evaluation of dissemination and demonstration efforts has been based entirely on the degree of achievement of the objectives as they were stated in the Introduction.

While during the operational grant, some consideration was given to Egon Guba's strategies for diffusion, and an attempt was made to incorporate this thinking into our practices, the major thrusts of our activities were still directed towards dissemination and demonstration. The rational, psychological, didactic, and value strategies were perhaps the most often employed in implementing the project's objectives.

To measure the degree of effectiveness of the practices employed to carry out the proposal's dissemination and demonstration objectives, the following general criteria were applied:

- (a) **Intelligibility:** Is the information complete, concise, relevant?

Through visiting and observing the publications and practices of other dissemination agencies; by involving informed but disinterested personnel in the preparation of dissemination materials; and by employing a full-time coordinator with experience in journalism, public speaking, and English, a definite attempt was made to achieve this criterion.

- (b) **Fidelity:** Does the information describe the practices clearly and truthfully?

No instrument or design was implemented to measure the fidelity of information presented, other than those mentioned above in relation to intelligibility. As a check on the degree of truthfulness in information disseminated, visitors were given extensive opportunities to contact a variety of informed sources, ranging from teachers, to students, to para-professional employees, to administrators, in addition to the descriptions presented by the coordinator of demonstration.

- (c) **Pervasiveness:** Does the information reach all personnel intended?

As indicated by the number of states sending visitors to Abington, and by the number of requests for information received, as compared to the originally conceived area for dissemination coverage, we have reached more personnel than intended.

- (d) **Impact:** How does the information affect the persons reached?

An attempt was made to measure the immediate impact of information on persons attending conferences through special evaluative questionnaires which were developed, distributed, collected, and tabulated at the conclusion of

each conference held during the duration of the project where there was little or no opportunity to obtain the involvement of the individual visitor in a personal dialogue or conversational feedback.

Also, all individual visitors or small groups of visitors were scheduled for a feedback discussion at the conclusion of their visitation for the purposes of evaluating the effectiveness of what they had observed. An atmosphere conducive to candid discussion and evaluation was established, and honest responses to our programs and practices were sought.

On a scale ranging from no importance, through little importance, and great importance, all conference participants rated the information presented as being either of some importance or of great importance. An 80% to 20% majority indicated the information to be of great importance.

While each individual's reaction varied with his oral expression, on a scale ranging from no value, through of little value, to of some value, and of great value, all visitors to the North Campus Demonstration Center indicated that the experience of the visitation and the information received was either of some value or of great value. Over 90% of the visitors indicated their experience was of great value to them.

If the project had continued, an instrument was to have been designed to measure the long-range impact of information on persons visiting the project.

- (e) **Credibility:** Are our demonstration practices trustworthy examples of operations under ordinary circumstances?

To achieve the credibility criterion, visitors to the project were allowed to make on-site observations and were exposed to videotape or other media presentations. Because of the unique building facilities, visitors were able to observe programs in operation without disruption to normal activities.

- (f) **Convenience:** Are our methods of operation convenient for those interested?

The visitation procedures implemented permitted interested persons the opportunity to visit the project and observe programs in operation generally during school hours on Tuesdays, Wednesdays, and Thursdays of the school year. Exceptions were made to accommodate special requests, and no more than 1% of the persons requesting visitation were denied the opportunity.

- (g) **Evidential Assessment:** Do our practices provide sufficient range and depth of information and experience for the personnel intended?

Comparisons of our practices with dissemination and demonstration practices of other schools were made by our project personnel during their visitations to Title III projects and demonstration centers around the country. If certain practices met our criteria, they were incorporated into our procedures. Literature describing successful dissemination and demonstration practices in operation elsewhere was also reviewed and incorporated into our dissemination activities wherever feasible.

Judging from the many unsolicited letters which were received from visitors responding to the dissemination and demonstration procedures in operation, this criterion was achieved. Excerpts from a representative sampling of these letters can be found in Appendix.

(4) **Conclusions and Recommendations**

It is difficult to assess the values of a program while the procedures related to its implementation are still in their formative stages; therefore, only somewhat subjective conclusions and recommendations can be made.

However subjective these conclusions and recommendations, the following remarks are representative of our current thinking:

- (a) With professional assistance and a systematic program of research and development, information valuable to the advancement of knowledge and to the formulation of new solutions to operating problems can be produced.
11. A strong communications link between research and dissemination is essential. The disseminator needs a continuing supply of data regarding evaluative studies of operative programs in order to formulate and disseminate accurate information.
 22. Travel is an important part of any dissemination program. The comparisons with other programs and the feedback obtained is extremely valuable to the administration and staff of the sending school.
 33. In-service programs aid immeasurably in involving staff in the innovation processes and in disseminating information on current experiments and practices.

44. Interschool visitation to disseminate information on innovative practices within a school district should be given a high priority. Often the greatest resistance to change is evidenced in those not directly involved in, but in close proximity to those others implementing the changes.
- (b) With professional assistance and a systematic program of dissemination and demonstration, an individual school can present information which prevents visitors from seriously interfering with the operation of the school and which accommodates them for mutual benefit.
11. In order to conduct dissemination activities for the maximum mutual benefit, a person to coordinate all aspects of the program is needed. School administrators, given the pressures and demands of their normal responsibilities, should not be required to assume the additional activities necessary to the proper functioning of a demonstration center.
22. Special media presentations--slides, slide-tape, film, and videotape--are most valuable accessories in presenting information to demonstrate programs in operation. Such presentations can provide the visitor with a credible and viable alternative to actual in-class observation.
- (c) With professional assistance and a systematic program, dissemination and demonstration processes which contribute to the improvement of the receptivity to innovation can be established.
11. While the proposed consortium schools network failed to achieve expectations, the method of approach taken toward implementation still seems sound. Local pressures dictated a change of plans de-emphasizing the role of dissemination and as a result no major efforts were made to develop the program further than complying with minimal commitments.
22. As the project achieved recognition, both locally and nationally, more requests for consultant services were received. Although requesting a consultant does indicate a receptivity, it is our experience that more careful consideration must be given the effectiveness of single, or short-term, consulting services.

g. Research and Evaluation

(1) Introduction

The research program was planned to include: the organization of a research staff, on-going evaluation of the existing program, in-service orientation of faculty members toward research, resource center for faculty members who were interested in creating and evaluating new curricular materials, and dissemination of information concerning educational research.

(2) Activities

During 1966-67, the research staff was created to include a Research Director and a Research Aide.

After an unsuccessful search for a person to meet the position requirements for a Director of Research as designated by I/D/E/A, permission was granted to employ a teacher as a research person. The teacher was to be released from all teaching duties. However, because a full-time mathematics teacher could not be found, a part-time teacher was employed and beginning January 24, 1967, the research director/teacher was relieved of three of five classes.

A research aide, a former elementary school teacher, was employed and trained in data organization and the use of statistical formulas. The major duties of the aide were: data organizations; statistical analysis; and typing of research reports.

In September, 1967, as the change was made from planning grant to operational grant, the Director of Research was appointed to the full-time position, Coordinator of Research. The Research Aide position was assumed by a Research Intern from Lehigh University. The intern's duties included: performing statistical computation; conducting one major research project on an innovation in the school program; and assisting the Research Coordinator with the evaluation of Title III-funded projects.

During the term of the project grants, the research team provided the following general services to all staff members in the Abington School District who were participating in the Title III program:

- (a) Annotated bibliographies
- (b) Research abstracts
- (c) Information on innovations

- (d) Information on media
- (e) Securing or designing evaluative devices
- (f) Statistical summations and correlations of data collected.

The specific tasks completed were as follows:

- (a) Collated over 1300 ERIC Abstracts and documents for Title III projects.
- (b) Prepared a bibliography of research materials available in the North Campus Library.
- (c) Prepared a report on the results of the Modular Scheduling Student Questionnaire administered to all ninth grade students.
- (d) Set up a research shelf in the library for North Campus teachers.
- (e) Compiled a Bibliography of Games and Simulations and set up a game exhibit for teacher inservice.
- (f) Designed and produced film strips to be used in conjunction with SMSG Algebra course.
- (g) Organized the Student Research Team to assist in locating articles of interest to teachers involved in innovative projects.
- (h) Compiled a bibliography of over 40 articles and booklets on 8mm films and have provided abstracts for 30 of the articles.
- (i) Estimated and recommended proper sampling percentages for student questionnaires involved in school wide innovations at North Campus.
- (j) Studied or assisted in formulating or have formulated instruments for evaluation of: student progress in the English project, student attitude toward independent study, student attitude toward mathematics for game project, modular scheduling, independent study, small group instruction, student activities, independent study courses, pre-and post-attitude scale for social studies, and library use.
- (k) Compiled statistical data on: student evaluation of small group instruction, teacher evaluation of small group instruction, student use of independent study, student evaluation of 8mm instructional film on Microbial growth, student error rate after use of 8mm instructional film.

- (l) Issued to all teachers involved a suggested outline for research reports.
- (m) Assisted with the writing and rewriting of reports.
- (n) Wrote brief summaries of studies and evaluative activities called Report #1 Research Briefs to inform the Abington staff and the community of the research activities at North Campus.
- (o) Conducted a study of French III and Spanish III students not planning to study French IV or Spanish IV.
- (p) Reported on the use of tape cartridge with written student response sheet in the mathematics classroom.
- (q) Drafted a Calendar Chart of Proposed Title III evaluation procedures.
- (r) Contacted all ERIC (Educational Research Information Center) centers for research in their various areas and channeled subsequent information to interested teachers.
- (s) Checked proposal objectives, rewriting objectives in more measurable terms.
- (t) Developed a resource booklet on classroom interaction observational systems in preparation for observations interaction in the small group.
- (u) Met with staff members responsible for supplying information concerning the implementation of the objectives as outlined in each of the components mentioned in the Title III proposal.
- (v) Designed guidelines for observations and interviews to be conducted by a student intern from Bennington who was hired for two months.
- (w) Constructed information gathering instruments where needed.
- (x) Wrote second publication called Research Briefs II to inform the School District Staff and the community of the Title III research activity.
- (y) Helped several teachers construct teacher and pupil evaluation forms.
- (z) Wrote guidelines to assist teachers in writing behavioral objectives.

- (aa) Compiled an experimental research and evaluation resource folder for distribution to the administration in each of the schools in the Abington School District.
- (bb) Wrote a project planning monthly timetable for the staff research project.

(3) Evaluation

- (a) Contacts with ERIC centers for background literature and research studies were unproductive this year since most of the centers were not fully organized.
- (b) Contact with the Research Staff by members of the Abington School Staff was strictly voluntary. Fifty percent of the twenty staff members involved in individual staff projects sought advice on experimental design. Help with research report format and writing was requested by eighty percent of the staff members whose projects were evaluated during the school year 1966-67. One-third of the curricular projects were to be evaluated the following year.
- (c) Of the twenty proposed administrative studies, sixteen were completed. The research staff was responsible for data organization and analysis for each of the sixteen, and for developing data collecting instruments for six of them. One-third of the reports on the studies were written by the research staff.
- (d) The expansion of the Title III program at Abington to include seventy-six curricular innovations, made careful supervision of the research and evaluation procedure impossible. Of the seventy-six projects undertaken, six were not completed.
- (e) The research staff used a general rating scale (None, Very Few, Some, Most, All) to determine the degree to which each Title III proposal component objectives were met. Most of the objectives for six of the nine proposal components had been met. The Administration and Evaluation component had met some of the objectives. The Citizens' Task Force which comprised the first three components as one, met none of its objectives since it had been eliminated by the Board of School Directors.
- (f) Much good teacher-developed material was made available to the students through Title III program. Some interesting research studies were built around this material.

- (g) When the Abington Board of School Directors voted not to submit for a continuation grant in January, 1968, it effectively halted plans for any longitudinal evaluation.
- (h) At the 1967-68 research directors workshops, Abington research activities and evaluative criteria received commendations from those attending.

(4) Conclusions and Recommendations

- (a) A coordinator of research needs continuing training in research and design.
- (b) Group meetings should be held by Title III staff for teachers involved in research projects so that more uniform procedures could be more efficiently disseminated.
- (c) There is a constant need for research consultants or research organizations to assist in formulating and re-formulating plans for evaluation of Title III programs.
- (d) The research office should be accessible but at the same time should be exposed to a minimum amount of noise and student activity.
- (e) The minimum research staff should consist of a coordinator of research, a researcher statistician, and a secretary with a strong mathematics background.
- (f) A research psychologist, a test development expert, and a computer research specialist should be available for consultant services when needed.
- (g) Since the emphasis at Abington has been on developmental rather than experimental research and there have been no generally accepted developmental research designs, further investigation should be made into designs proposed by Egon Guba and Daniel Stufflebeam.

h. Administration and Coordination

(1) Introduction

A full-time supervisor was appointed to coordinate the project during both grant periods. The project supervisor reported to the high school principal during the planning grant, and directly to the superintendent for the operational grant. The superintendent was authorized to receive the grant and was responsible to the local Board of Education. Numerous district administrators also contributed a substantial but undetermined amount of time and effort to the project.

(2) Activities

The activities listed below are representative duties of the supervisor in the administration and coordination of this project.

- (a) Interview, employ, and evaluate all personnel.
- (b) Coordinate the production of all individualized projects.
- (c) Cooperatively develop and coordinate operating procedures and practices.
- (d) Develop and maintain liaison and communications with the Department of Public Instruction and U.S. Office of Education.
- (e) Coordinate publicity and news releases about the project.
- (f) Prepare and administer the project budget.
- (g) Develop and maintain appropriate records.
- (h) Develop and maintain a cooperative working relationship with all administrative offices of the school district.
- (i) Coordinate all Title III in-service programs or workshops.
- (j) Expedite the fulfillment of the objectives of the program.
- (k) Coordinate all remaining aspects of Title III program operation.
- (l) Coordinate production of Final End of Budget Report.

(3) Evaluation

No formal evaluation of the administration and coordination was conducted. This aspect of the program, however, did receive a specific commendation from the visiting on-site evaluation committee (see the copy of their report in the appendix).

(4) Conclusions and Recommendations

- (a) Supervision of the development and production of individualized instructional materials requires infinitely more time and effort than anticipated.
- (b) Establishment of lines of communication and operating procedures is very time-consuming and extremely difficult to establish and maintain in a project so complex.
- (c) The establishment of a Superintendent's Council on Title III is very helpful in establishing procedures, aiding administration, and expanding involvement.
- (d) Timing of proposal submission, negotiations, and funding are incompatible with the school calendar.
 - 11. The grant period funding should coincide with a July 1 - June 30 fiscal year.
 - 22. Approval should be given in April to aid employment of personnel and the ordering of materials.
 - 33. Negotiations on project grants should take place during March before district budgets are finalized.
 - 44. Proposal submission should not take place before mid-January to give time to prepare (later if the program just began in the fall).
- (e) A three-year operational commitment should be mandatory on the part of both Washington and the local district, as mutual benefits seem to accrue geometrically with each additional year.
- (f) As conditions change, so do demands on the budget. Provisions should be made to allow prompt action on budget category changes, or else flexibility limitations should be increased to 50% instead of 20%.

- (g) An Advisory Council made up of representatives from area schools, private and public, secondary and collegiate, is effective in its purpose of aiding the project planning and acquainting area representatives with the project.

B. PROJECT ENDEAVORS

1. Results Which Exceeded Expectations

Title III activities at the North Campus High School, the Willow Hill Elementary School, and the Huntingdon Junior High School exceeded original expectations. All three schools received specific commendations by the Department of Public Instruction On-Site Evaluation Team in the written report of the May 27-29, 1968, visitation.

As stated in the self-evaluation submitted to the on-site evaluation committee, in-service training, independent study, individualized instructional materials, and media and technology all represented areas of strength wherein the effectiveness of each made a substantial contribution. The production of high quality individualized learning materials and the wide-spread involvement of faculty in the use of media and technology were two areas worthy of special mention.

2. Results Which Have Not Measured Up To Expectations

While definite progress in the development of Title III activities was noticeable at the South Campus High School, the results of activities there have not measured up to original expectations.

Our expectations of progress to be achieved in the area of research were also overestimated. Evaluating such a complex project with a staff of 1.3 professionals presented an insurmountable obstacle to comprehensive, definitive, and rigorous research studies and activities.

More detailed comments related to the results of project endeavors may be found in the appendix and in the narrative sections, A, 4, a-h.

C. EFFECT IN DISTRICT

This program in our schools became a focal point for controversy already existing in our community concerning federal aid to education and the attendant issue of federal control versus state and local control of public schools. Unfortunately, almost from the beginning partisan political positions were taken with respect to the activities financed under this grant and, hence, any fair and impartial evaluation of the program became difficult.

Grossly distorted descriptions of program activities were apparently commonly circulated in the community and even within the faculties of the various schools. The opposing positions were rapidly polarized and all too often both opponents and proponents of the "Title III Project" exchanged views and opinions rather than information.

At this time it is not possible to say whether the cause of educational progress - utilization of modern technologies and the new insights into the teaching/learning process gleaned from social science research--has in the long run been helped or hindered in Abington. While the individualizing of learning has moved ahead more rapidly than would have been likely without support from "Title III", the climate that has been left in the community and the school district is still unsettled. Clearly, more is yet to come that may be attributed at least indirectly to our involvement in this federally funded project.

D. EFFECT ON COOPERATING AGENCIES

This project was designed to begin in a single school building and to expand to include four schools within a single school district. As such, widespread involvement of cooperating (community) agencies was not a major part of the planned structure or subsequent activity of the project.

The project was linked directly or indirectly to agencies other than Abington School District in the following areas only:

In-service Training--through participation in workshops by representatives from consortium and local schools.
(See Narrative A, 4, a)

Citizens' Task Force--by participation of interested residents during the planning grant period. (See Narrative A, 4, e)

Demonstration and Dissemination--through open house visitations and discussions by anyone interested and by numerous special presentations and routine disseminations of information by Title III staff members. (See Narrative A, 4, f)

Administration and Coordination--through the participation of the Advisory Council and by the efforts of the administrative staff to maintain personal liaison with the Department of Public Instruction and the U.S. Office of Education.
(See Narrative A, 4, h)

The effectiveness or lack of it in each of the above areas is included or implied in those separate reports. Generally, it may be concluded that the relationships between the cooperating agencies and Title III #2022 and #4194 did not require extensive involvement.

Initial contacts were made as a result of the necessities of drafting proposals and getting a new project under way. During the next phase invitations were extended, information provided, programs described, and services offered. The degree of involvement was largely dependent upon the receptiveness and readiness of those cooperating agencies contacted. Mutual benefit would certainly have increased over the next several years had the project been permitted to continue the remaining two years.

As is true in other aspects of the project, the planning year and the first operational year were spent in setting the stage for the production to follow. For cooperating agencies the project was really just beginning when it was terminated.

E. PROJECT DISSEMINATION

All programs and activities related to project dissemination are reported in Part II, A, 4, f.

F. PLANS FOR CONTINUATION WITHOUT FEDERAL SUPPORT

Had the project continued, the scheduled four-year period probably would have provided the adequate time, funds, staff, and materials to build up the program to fulfill the objectives of the project, and to make the transition back to total district support. It is difficult to state with certainty, but while the project emphasis would have been generally the same (that of fostering individualization of instruction), specifics of program and budget would have been written and modified to meet any changed local plans and needs just as had been done previously by local administrators.

Subsequent to the decision to terminate Title III Grant #4194, the board has labored more than usual with budget planning in attempting to retain the quality of programs and services. To continue all aspects of Title III in its present and projected form would have meant a two-three mill tax increase in addition to the normal tax increases for cost-of-living demands.

The board, to accommodate salary schedule increases and projected district budget expenditures, has levied a six-mill school tax increase for 1968-69. While the approved budget does provide for retention and continuation of many existing practices fostering individualization of instruction, very limited funds were approved for expanding present or developing new programs.

G. COSTS OF BUDGET PERIODS

#OEG 1-7-66-2022-0343

#OEG 0-8-07-4194-1756

\$77,085.00

Total Cost

\$295,888.90

3,300.00 (est.)

Total non-Federal support

8,500.00 (est.)

73,785.00

Total Federal support under
Title III, P.L. 89-10

287,388.90

None (1966-67 est.)

Total Federal support other
than Title III, P.L. 89-10

None (1967-68 est.)

PART III

FINANCIAL REPORT

OE 4351

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

BUDGET BUREAU NO. 51-R570
APPROVAL EXPIRES 6/30/68

GRANT EXPENDITURE REPORT OF FEDERAL FUNDS

Title III, Elementary and Secondary Education Act of 1965 - Supplementary Centers and Services Program

(NOTE: Please read the attached instructions before completing this report)

(Check one)

☐ PRELIMINARY REPORT

☒ FINAL REPORT

NAME AND ADDRESS OF AGENCY Abington School District 10th Sandusky Road, Abington, Pa. 19001	PROJECT NUMBER 66-2022	GRANT NUMBER 0343 OEGI-7-66-2022-	STATE Penna	GRANT PERIOD (Month, Day, Year) Beginning: 10-1-66 Ending: 9-30-67
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PART I - GRANT EXPENDITURE REPORT (Check one of the following to indicate type of grant)

☒ PLANNING

☐ OPERATIONAL

ACTUAL GRANT EXPENDITURES

EXPENDITURE ACCOUNTS	ACCT NO.	SALARIES		CONTRACTED SERVICES	MATERIALS AND SUPPLIES	TRAVEL	EQUIPMENT	OTHER EXPENSES	TOTAL EXPENDITURES	NEGOTIATED GRANT BUDGET
		PROFESSIONAL	NON-PROFESSIONAL							
1	2	3	4	5	6	7	8	9	10	11
1 Administration	100	\$	\$ 1,444.38	\$	\$			\$ 109.90	\$ 1,554.28	\$ 1,553.90
2 Instruction	200	28,002.95	19,080.95	5,275.01	2,050.97	3,352.36			57,762.24	57,935.95
3 Attendance services	300									
4 Health services	400									
5 Pupil transportation services	500									
6 Operation of plant	600							242.15	242.15	242.15
7 Maintenance of plant	700									
8 Fixed charges	800							2,420.84	2,420.84	2,467.00
9 Food services	900									
10 Student-body activities	1000									
11 Community services	1100									
12 Remodeling (if costs total more than \$2000 enter in PART II)	1220c									
13 Capital outlay (equipment only)	1230						11,783.86		11,783.86	11,586.00
14 TOTAL	-	\$ 28,002.95	\$ 20,525.33	\$ 5,275.01	\$ 2,050.97	\$ 3,352.36	\$ 11,783.86	\$ 2,772.89	\$ 73,763.37	\$ 73,785.00

PART II - CONSTRUCTION EXPENDITURE REPORT (Check one)				PART III - GRANT AWARD - RECEIPTS, EXPENDITURES, AND BALANCES OF TITLE III, ESEA FUNDS				
PRELIMINARY REPORT		GRANT PERIOD (Month, Day, Year)						
FINAL REPORT		Beginning:						
		Ending:						
ACTUAL CONSTRUCTION EXPENDITURES				TOTAL (Col. 3 plus 4)				
EXPENDITURE ACCOUNTS		ACC'T NUMBER	AMOUNT	ITEMS	PLANNING PART I	OPERATIONAL PART I	CONSTRUCTION PART II	
1		2	3	1	2	3	4	5
1 SITES				1 APPROVED GRANT AWARD	73,785.00			
A Professional Services		1210a	\$	2 FEDERAL CASH RECEIVED	73,785.00			
B Improvement to Sites		1210c		3 EXPENDITURES				
2 BUILDINGS				A Disbursements	73,763.37			
A Professional Services		1220a		B Unliquidated Obligations				
B New Buildings and Building Additions		1220b		C (Line 3A plus 3B)	73,763.37			
C Remodeling (If \$2,000 or less enter in Part I)		1220c		4 BALANCE OF FEDERAL FUNDS (Line 2 less line 3C)	21.63			
3 ADMINISTRATIVE EXPENSES (Specify below)		1220						
A								
B								
4 LEASING OF FACILITIES								
5 TOTAL			\$					
				SIGNATURE OF PROJECT FISCAL OFFICER				DATE
				SIGNATURE OF PROJECT DIRECTOR				DATE
				THIS FISCAL REPORT IS CORRECT AND THE EXPENDITURES INCLUDED HEREIN ARE DEEMED PROPERLY CHARGEABLE TO THE GRANT AWARD.				DATE

FOR OFFICE OF EDUCATION USE ONLY

ACCOUNTING DATA

TRANS. CODE	DOC. REF.	OBLIGATION NUMBER	FY	UNIFORM ACCT'NG NO.	OBJECT CLASS	PROGRAM CODES			VOUCHER NUMBER	SCHEDULE NUMBER	
						EXP. CLASS	BAL. PAY	SEC. REPT.			
1	2	3	4	5	6	7	8	9	10	11	12

GEO. CODE	GOVT./NON-GOVT.	VENDOR NUMBER	AMOUNT	CR. SYM.	GENERAL LEDGER		APPROPRIATION SYMBOL	
					DEBIT	CREDIT		
13	14	15	16	17	18	19	20	21

	Budget	Breakdown
Project Director	12,150.00	12,150.00
Teachers	15,966.00	15,966.00
Teacher's Aide	14,498.00	14,498.00
Secretaries	4,793.00	4,793.00
Rookkeeper	1,444.00	1,444.00
Fixed Charges	2,467.00	2,467.00
Consultants	5,075.00	5,075.00
Film & Tape	1,327.00	1,327.00
Office Expense	721.00	368.95
Advertising		109.90
Telephone		242.15
Travel	3,352.00	3,352.00
Experimental Learning Media	11,992.00	
Equipment		11,586.00
Supplies		406.00
Total:	\$73,785.00	\$73,785.00

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

BUDGET BUREAU NO. 51-R570
APPROVAL EXPIRES 6/30/68

GRANT EXPENDITURE REPORT OF FEDERAL FUNDS

Title III, Elementary and Secondary Education Act of 1965 - Supplementary Centers and Services Program

(NOTE: Please read the attached instructions before completing this report.)

NAME AND ADDRESS OF AGENCY Abington School District, 1841 Susquehanna Street, Abington, Pa. 19001		PROJECT NUMBER 67-04194-0	GRANT NUMBER OEG-0-8-074194-1756	STATE Pa.	GRANT PERIOD (Month, Day, Year) Beginning: 9-1-67 Ending: 8-31-68
(Check one) <input checked="" type="checkbox"/> PRELIMINARY REPORT <input type="checkbox"/> FINAL REPORT					

PART I - GRANT EXPENDITURE REPORT (Check one of the following to indicate type of grant)

☐ PLANNING

☒ OPERATIONAL

ACTUAL GRANT EXPENDITURES

EXPENDITURE ACCOUNTS	ACCT NO.	SALARIES		CONTRACTED SERVICES	MATERIALS AND SUPPLIES	TRAVEL	EQUIPMENT	OTHER EXPENSES	TOTAL EXPENDITURES	NEGOTIATED GRANT BUDGET
		PROFESSIONAL	NON-PROFESSIONAL							
1	2	3	4	5	6	7	8	9	10	11
1 Administration	100	\$27,465.46	\$11,464.79	\$	\$654.21	\$1,208.94			\$40,793.40	\$43,326.75
2 Instruction	200	85,892.63	57,523.61	4,341.80	14,630.46	3,316.03			165,704.53	182,644.00
3 Attendance services	300									
4 Health services	400									
5 Pupil transportation services	500									
6 Operation of plant	600									
7 Maintenance of plant	700			1,306.56				447.66	447.66	1,200.00
8 Fixed charges	800									
9 Food services	900									
10 Student-body activities	1000									
11 Community services	1100									
12 Remodeling (if costs total more than \$2000 enter in PART II)	1220c									
13 Capital outlay (equipment only)	1230									
14 TOTAL		\$113,358.09	\$68,988.40	\$5,648.36	\$15,284.67	\$4,524.97	\$36,294.14	\$9,978.85	\$254,077.48	\$280,388.90

APPENDIX

Chronology of Planning and Operation

B. Planning that Took Place

1. The literature was carefully surveyed. (See Exhibit 4 of the original proposal). This was not a routine referral to a few sources; instead, the team leaders and faculty in general were involved in careful directed study. (See Exhibit 29 of the original proposal.)
2. A systematic program of visitation was set up, so that all the major educational institutions in the nation would be visited by one or more of the faculty. A definite attempt was made to get complete coverage of all innovative schools of note. (See Exhibit 30 of the original proposal.)
3. Conferences were held with selected school administrators from Pennsylvania. (See Exhibit 5 of the original proposal.)
4. Visitors from the Pennsylvania area were surveyed. (See Exhibit 6 of the original proposal.)
5. Selected schools in Pennsylvania were visited. (See Exhibit 7 of the original proposal.)
6. Conferences were held with nationally-known educational leaders. (See Exhibit 8 of the original proposal.)
7. Representatives of leading electronics firms demonstrated the most recent media developments. (See Exhibit 31 of the original proposal.)
8. A series of special conferences on the instructional uses of 8mm film was held. Dr. Louis Forsdale, of Columbia University, Mr. Melvin Waterbor, of Fairchild Camera, and Mr. John Debes, of Eastman Kodak, each presented programs.
9. The school's Director of Research summarized all the available research pertinent to individualized learning.
10. Funds were secured from a private foundation to hold a special three-day planning conference on individualized learning.
11. Students and Faculty were surveyed about their attitudes toward individualized learning.

C. Assistance Given by the State Agency in Planning

1. Conferences were held with representatives of the county offices.
2. Conferences were held with the Area Coordinator.
3. Conferences were held with the state coordinator for Title III.

(Taken from "The Up-Dated Proposal To
Establish a Center for Individualized
Learning")

APPENDIX

Individualized Instructional Projects

THE ABINGTON SCHOOL DISTRICT
TITLE III, PROJECT #4194
ABINGTON, PENNSYLVANIA

PROVISIONS FOR APPROVAL, PRODUCTION, EVALUATION AND
PAYMENT OF INDIVIDUALIZED INSTRUCTIONAL MATERIALS
EFFECTIVE DECEMBER 1, 1967

A. Provisions for Approval

1. The Title III Supervisor sends out the announcement to all district staff members, informing them of deadline dates and procedures for initiating projects.
2. The teacher interested in doing a project completes the form, "Proposal Application for Development of Individualized Instructional Materials."
 - a. The request for approval must first be signed by the department chairman and/or subject coordinator whose signature merely indicates that the proposed content conforms with the course of study and curriculum objectives.
 - b. The request is then signed by the building principal. His signature indicates whether or not he feels the teacher possesses the competencies to finish the project satisfactorily.
 - c. Principals are encouraged to consider the hardware they have been supplied and suggest that teachers submit proposals devoted to the preparation of accompanying software materials.
3. All submitted requests will then be screened by a selection board, composed of the following:
 - a. Title III Supervisor
 - b. Representative of superintendents' staff
 - c. Representative of principals' council
4. In the screening process, to determine which projects will be funded, the selection board may, if they wish, consult further with subject coordinators, building principals and department chairmen.
5. The selection board will indicate at the time of selection who is to serve as a consultant for the project.

6. All teachers receiving approval for projects will be given "Criteria for Individualized Learning Materials," the publication "How to Write a Unipack," and a copy of these provisions along with their approval notification.

B. Provisions for Production

1. During the preparation of the project, the teacher should keep in close contact with the appointed consultant, the subject coordinator and/or the department chairman.
2. The teacher will present one final copy. He is encouraged to make a duplicate copy for his own use. No handwritten materials will be accepted. The final copy must be reviewed and approved by the department chairman and the building principal who will indicate testing requirements (number of copies and deadlines).
 - a. Typed material must be presented on 8 1/2 x 11 unlined paper in neat copy following the suggested format.
 - b. Film, audio tape, video tape or other single copy visual materials will be submitted in final viewing form. If they are submitted as the major output of the project, a written report will still be required, following the format indicated in the attached "Criteria for Individualized Learning Materials."
3. Production for testing uses will be the responsibility of the Title III office.
 - a. For typed materials, stencils will be cut by the Title III clerk-typist. Before publication, all stencils will be proofread by an editorial consultant. The material will be run, collated and returned to the building principal.
 - b. For other materials, any copying or duplication will be handled by the Title III Media Center.
4. Production for local instructional uses will be the responsibility of the principal of the building for which the materials are intended. Any labor and expenses involved in production beyond testing needs will be incurred by the district.

C. Provisions for Evaluation

1. Before materials are used for testing, the teacher will consult with the research team and will develop jointly with them a stated "Procedures for Evaluation," a copy of which will be filed with the Title III Supervisor and the building principal.

2. At the end of the test period, the teacher will present the results of the evaluation to the research team. It will be the responsibility of the Research Coordinator to see that the evaluation report is reproduced and disseminated to the initial screening committee, principal of any building of the same grade level for which the material was produced, the Administrative Assistant for Curriculum, and the Superintendent.
3. Following the completion of the evaluation report, the Title III Supervisor will then turn over all stencils and other materials to the Administrative Assistant for Curriculum who is responsible for any other local instructional uses of the material.
4. The scope of the testing procedures and the evaluation report should be proportional to the scope of the project. "Mini-grant" projects are considered to be those generally under \$100, and involving one or two lessons using media. Only very minimal testing, evaluation, and reporting, are suggested for these small grants.

D. Provisions for Payment

1. After the project has been completed by the grantee, and after its approval by the project consultant, the building principal, the Title III Supervisor, and the Administrative Assistant for Curriculum, the Request for Reimbursement form (sample attached) should be submitted in triplicate to be signed by the above-mentioned.
2. One signed form will be returned to the grantee, and one will be kept in the Title III office, and one will be forwarded to the Assistant Superintendent. He will then see that action is taken by the School Board at its next monthly meeting.
3. Following approval by the Board, the Assistant Superintendent will notify Payroll. They will see that payment is included in the first possible pay period following their notification.

CRITERIA FOR INDIVIDUALIZED LEARNING MATERIALS

1. The materials should be designed to be used with little or no teacher assistance. The reading level of the written material should be presented in such a way that the pupil can understand it on his own.
2. The concept, skill, or attitude to be learned should be clearly stated. The concepts taught should not conflict with those embodied in curricula presently in use in the Abington School District.
3. The content should be factually correct and in accord with current scholarship in the discipline.
4. The learning objectives of the materials should be stated in measurable terms.

5. There should be a pre-test designed to measure pupil attainment of the objectives prior to use of the programmed material.
6. Provisions should be made in each lesson for systematic feedback to the pupil so that he is able to monitor his own progress.
7. There should be a post-test designed to measure pupil attainment of objectives subsequent to use of the programmed material.
8. The written material should be free of errors in usage, punctuation and spelling.
9. There should be suggestions to the teacher about the use of the materials.
10. The following format should be used:

a. Title page: Title of materials
Name of author
Credit line: The Abington School District
Title III, Project #4194
Abington, Pennsylvania

b. A page of identifying information:

1. Title
2. Concept, skill, or attitude to be learned
3. Subject field
4. Grade level (s)
5. Name of author or authors
6. Name of school
7. Date of release
8. (a) During testing stage, the following statement:

These materials are in preliminary form for testing and evaluation only.

(b) After approval, the following statement:

These materials have been approved for use in the Abington School District.

- c. Major concepts and sub-concepts if any listed
- d. A list of learning objectives
- e. Suggestions for the teacher
- f. Pre-test
- g. Self-instructional lesson material with provisions for feedback
- h. Post-test

11. If the learning materials or teacher materials cite published materials, there should be complete identifying information provided - title, author, publisher, place of publication, date of publication and price.
12. If the learning materials quote from commercially prepared materials, the author should get written permission from the publisher to use prose quotations of more than 300 words and for more than 2 lines of song lyrics or poetry.

APPENDIX

Media and Technology

INDIVIDUALIZED, STUDENT-USED, EQUIPMENT EVALUATED

1. Fairchild Mark IV 8 mm sound projector: This device provides an effective means of making a sound film readily available to students, either individually or in small groups. Earphones must be matched to the amplifier or overload will damage circuit. The film cartridge used in this projector is both convenient to use and simple to operate in the projector. However, of the five cartridges used in the language learning center, four had to have the film repaired one or more times. (For tabulation of projector use in the Language Learning Center, see below.)
2. Studymaster, Ricoh Corporation: This device, although not used extensively, proved to be both reliable in operation and tamper-proof. If the lesson sheets are not carefully placed on the registration pins, however, damage to the sheets can result.
3. Tape recorder, Goodway Printing Model #360: The Model #360 should be purchased with the 110 volt adapter unit as an auxiliary power supply, for the battery pack does not provide sufficient playback time for effective use in learning centers. Also, tape cartridges must be returned to the manufacturer for the recording of programs. Taping by the manufacturer takes an average of from four to six weeks. For these reasons, the use and effectiveness left considerable room for improvement.
4. Tape recorder, Cousino: A sturdily built cartridge tape recorder that provides satisfactory service in learning centers. Continued use may result in motor malfunction, however. The tape cartridges for use in this machine are easily damaged if not inserted into the tape slot with a degree of care.
5. Tape recorder, Audiotronics: An inexpensive tape recorder that offers satisfactory service in learning centers. The "record" lever may be easily damaged if excessive pressure is used to turn it to the action position.
6. Technicolor #1000, optical sound, super 8, cartridge projector: This projector provides both an excellent projected image (even at great distances) and excellent sound. Although not fully tested under field conditions, the #1000 seems like an ideal projector for use in both learning center and classroom. The encartridged films seem to be relatively expensive (approx. \$150 for a 15 min. film).
7. Technicolor #500 and #800, 8mm silent motion picture projector, film in repetitive cartridge: This device offers user relatively reliable operation, although continued use requires that the mechanism be checked and adjusted. Picture quality is fair under normal lighting conditions. Prolonged continuous use requires that the bulb be replaced. (In projectors used in learning centers, a bulb change every week or two is not uncommon.)

8. Technicolor #600, movie-vision console viewer: This device makes use of a console built around the Technicolor model 500 or 800. The "marriage" of the projector unit with the console housing caused the designer of the device to use a series of pulleys and cords that have proven unreliable in operation. The pulleys and cords of the control mechanisms are easily accessible to the student operator and, as a result, are frequently tampered with. The four consoles in the learning centers in North Campus have all been serviced one or more times.

ABINGTON HIGH SCHOOL
FOREIGN LANGUAGE STUDY CENTER

SPANISH I STUDENTS: 179 students polled.

We are evaluating the effectiveness of the MARK IV 8mm Cartridge Viewer in our Study Center. Please help us by providing the information requested in the following:

1. I use the 8mm Film Viewer

sometimes 90 always 4 never 89

2. The Viewer has helped me improve my:

a. grades	Yes <u>8</u>	No <u>56</u>	Somewhat <u>48</u>
b. pronunciation	Yes <u>24</u>	No <u>43</u>	Somewhat <u>40</u>
c. understanding	Yes <u>45</u>	No <u>32</u>	Somewhat <u>41</u>

3. Do you think seeing the lessons on the Mark IV Viewer is useful?

a. after an absence?	Yes <u>80</u>	No <u>23</u>	Somewhat <u>13</u>
b. before an exam?	Yes <u>60</u>	No <u>28</u>	Somewhat <u>28</u>
c. as a review?	Yes <u>74</u>	No <u>22</u>	Somewhat <u>23</u>
d. to advance independently?	Yes <u>41</u>	No <u>26</u>	Somewhat <u>40</u>

4. Do you prefer to use the Mark IV for seeing the lessons rather than the 16mm projector?

Yes 71 No 99

5. Would you be interested in seeing other types of foreign films on the Mark IV? (travelogues, newsreels, plays, narrations)

Yes 124 No 52

6. How has the mechanical operation of the Mark IV been?

good 45 fair 53 poor 14

7. Would you like to have 2nd and 3rd year lessons placed on the 8mm films?

Yes 110 No 68

8. Should there be more Mark IV Viewers in the Study Center?

Yes 94 No 67

9. Write below any comments, good or bad, that you have about the use of the Mark IV Viewer (i.e., the fact that there are five lessons on each cartridge but no way to start where you want since film works at one speed, does not reverse, and doesn't stop at desired spots)

Comments: _____

APPENDIX

Citizens' Task Force

TO: The Responsible Citizens of Abington Township

FROM: The Citizens' Task Force for Title III

SUBJECT: The Clarification of Title III

DATE: May 23, 1967

After thoroughly acquainting ourselves with the background, the development, and the potential of the Title III program for the Abington Township schools, and concerned because we feel that many of the facts have been obscured and distorted, we have prepared this review so that interested and responsible citizens in our community may be better informed about what we feel is a sound educational program for our schools. Of great importance is the following information:

1. Title III* is one part of the E.S.E.A. (Elementary and Secundary Education Act) legislation designed to recognize and to provide funds for local school districts which originated programs of educational worth. All of Abington should be proud of their schools and their role of leadership. In fact, the regional, state and national educational leaders considered the proposal by our school district as outstanding, selecting it as one of 57 from among 105 submitted, and designating for our district one of the largest, if not the largest grant in the state. (The grant award for 1967-68 is \$298,756.40.)
2. The proposal developed by the Abington School District is designed to undertake certain systematic studies, to develop certain special programs, and to demonstrate successful activities in individualizing instruction. The proposal which was initiated in Abington stems from our concern to find better ways to reach each individual learner through the use of teacher aides, teacher-developed instructional material, improved technology, and special learning centers.
3. Professional educators on the state and national level who have evaluated this proposal on the basis of its educational merit have overwhelmingly supported it. The heart of the program would provide federal funds for undertaking certain systematic studies in the following areas:

*Title I provides funds for educational programs with economically disadvantaged students; Title II provides funds for library resources (Both of which already have been accepted by the Abington School Board); and Title III provides funds for the establishment of supplementary educational programs.

Clarification of Title III (Continued)

- (a) An in-service summer workshop will be held to train staff in the best methods of individualizing learning.
 - (b) The best available teachers from Abington will be retained to work during the summer and/or on weekends to develop the instructional materials to individualize learning.
 - (c) Special learning centers will be established in certain schools in the district where personnel, materials, and equipment will be available to help individual students.
 - (d) The best available audio-visual media for individualizing learning will be purchased, used, and evaluated.
 - (e) The existing programs already found successful at North Campus will be demonstrated and information about them disseminated.
 - (f) Programs of independent study will be improved and evaluated.
 - (g) Teacher aides will be used in learning centers and study centers to free teachers to work with individual students.
 - (h) Certain positions will be established for the effective evaluation and administration of the program.
 - (i) Three task forces of citizens and educators will be established to undertake systematic study of long-range planning, improved curriculum, and adequate facilities.
4. Title III is specifically designed to provide financial funds for exemplary programs. Title III funds, therefore, are primarily awarded to selected, outstanding districts who can thereby further enhance their leadership position.
5. Federal controls are minimal. The only controls are as follows:
- (a) Any materials developed under the program are in the public domain.
 - (b) Program funds must be accounted for in accordance with established local district business office accounting practices.
 - (c) Any equipment purchased by program funds must be marked and accounted for (to be retained, used, and maintained by the local district at their discretion.)

Clarification of Title III (Continued)

- (d) There may be no discrimination on the basis of race, religion, or national origin in the use of project funds.
 - (e) A final report must be submitted to Harrisburg and Washington at the conclusion of each program year.
 - (f) A district must do what it proposed to do. Or, once the program is approved, no changes may be made in the program without prior approval from Washington except when such changes do not exceed the budget category by any more than 10%.
6. Federal aid to education is not new; nor is it new in Abington. Over the last five years the Abington schools have received the following amounts of federal aid:
- (a) 1962 - 63 \$115,246.00
 - (b) 1963 - 64 230,815.00
 - (c) 1964 - 65 498,512.00
 - (d) 1965 - 66 329,866.00
 - (e) 1966 - 67 410,236.00
- Total \$1,584,675.00
7. Title III will not be an additional expense to the local community. The following are the only expenses to, or commitments from, the local district:
- (a) For the duration of the project:
 - (1) Office and storage space for staff and equipment.
 - (2) Heat and light for project workers.
 - (3) Some limited professional time of present Abington staff members cooperating with and planning for the project.
 - (b) At the conclusion of the project:
 - (1) The Abington School District Board of School Directors and Administration will review and evaluate all Title III programs and positions.
 - (2) There is no obligation to continue support of Title III programs or positions unless desired. If it were decided to continue the total Title III program, it would cost a minimal sum because so much equipment, experience, and in-service has been accumulated during the previous years of the project.

Clarification of Title III (Continued)

8. If this project, which has been approved and commended for its educational merit, were to be carried on without federal funds, it would require approximately three (3) mills of additional taxes.
9. Following evaluation of the project by national, state, and local leaders, an up-dated proposal has now been prepared by the Abington School District for distribution in the community and is available at each school office.

A public meeting - for information purposes only - will be held on the subject of Title III on Tuesday evening, June 6, at 8:00 P.M. in the auditorium at the South Campus.

It is our sincere hope that this paper has helped you to see some of the soundness and the merit of the Title III program, and that you have been motivated to attend the public meeting on June 6.

The members of the Citizens' Task Force are:

Mrs. Leon Clemmer)	Co-Chairmen
Mr. Charles A. Eberle, Jr.)	

Mr. William H. Bertolet, III
Mrs. Charles Greenbaum
Mr. Ozzie Hackett
Rev. William N. Jackson
Mr. Robert L. Jawer
Mr. Charles Kahn, Jr.
Mr. Donald Lee
Dr. Martin Mandel
Dr. Thomas McCarthy
Mrs. Robert F. Peterson
Dr. J. Perlingiero Randall
Mrs. Millard Sloan

June 1, 1968

Dear Dr. Konkoly:

We, the undersigned members of the Citizens' Task Force on Educational Innovation, strongly urge a unanimous vote of approval regarding the "Up-Dated Proposal to Establish a Center for Individualized Learning" which will be presented soon to the members of the Board of School Directors.

Our group wishes to compliment the Board for its initial support of this Title III proposal. It is our considered hope that this proposal will receive the unanimous approval of the Board when it is presented for final adoption.

This proposal is based upon a deep and concentrated study by the Superintendent and his professional staff. The Task Force has observed this proposal as it has evolved into its final form and wishes to emphasize the amount of time and work that has gone into its preparation. Our group has attempted to lend a helping hand in a modest but sincere effort and stands ready to assume additional duties to coordinate the proposal with the citizens of the District.

The State and Federal educational leaders recognize the Abington School District as a logical district to apply for this forward-looking program by reason of its past and present leadership and achievement in education. The Task Force considers this recognition a sincere compliment on the part of these educators in their search for a district capable of implementing the objectives of this Title III program.

This proposal concerns itself with all students of the District in seeking to reach them as individuals.

Finally, it is our considered opinion that in order for the Abington School District to continue to challenge its staff and teachers, to continue to attract school districts in the country - this Task Force urgently requests a strong vote of confidence for this Title III program.

Very truly yours,

Mr. Charles A. Eberle, Jr., Co-Chairman
Mrs. Leon Clemmer, Co-Chairman

Mr. William H. Bertolet, III
Mr. Charles Kahn, Jr.
Mr. Donald Lee
Dr. Martin Mandel
Mrs. Robert F. Peterson
Dr. J. Perlingiero Randall
Rev. William N. Jackson
Mrs. Millard Sloan
Mr. Ozzie Hackett
Mrs. Julia Greenbaum
Dr. Thomas McCarthy
Mr. Robert L. Jower

CITIZENS TASK FORCE ON EDUCATIONAL INNOVATION

<u>Name</u>	<u>Position</u>
Mr. William H. Bertolet, III 1447 Rockwell Road Abington, Pennsylvania TU 6-7977	Vice-President Laurel Products Co., Inc.
Mr. Charles A. Eberle, Jr. 353 Wellington Terrace Jenkintown, Pennsylvania TU 7-9017	District Sales Manager Johns-Manville Office - WA 2-5000
Mr. Charles Kahn, Jr. 1147 Rydal Road Rydal, Pennsylvania TU 7-4567	Realtor
Mr. Donald Lee 2033 Parkview Avenue Abington, Pennsylvania OL 9-5594	Consulting Engineer General Electric Corp.
Dr. Martin Mandel 661 Susquehanna Street Huntingdon Valley, Pennsylvania TU 4-1133	Neurologist
Mrs. Robert F. Peterson 1820 Edgehill Road Abington, Pennsylvania OL 9-2968	Housewife
Dr. J. Perlingiero Randall 1174 Highland Avenue Abington, Pennsylvania TU 4-8541	Pediatrician
Mrs. Leon Clemmer 160 Woodpecker Road Jenkintown, Pennsylvania TU 7-5081	Housewife
Rev. William N. Jackson 1098 Old York Road Abington, Pennsylvania TU 7-2637	Pastor
Mrs. Millard Sloan 2553 Pierce Avenue Willow Grove, Pennsylvania OL 9-3934	Housewife

CITIZENS TASK FORCE ON EDUCATIONAL INNOVATION

<u>Name</u>	<u>Position</u>
Mr. Ozzie Hackett 1567 Coolidge Avenue Willow Grove, Pennsylvania OL 7-0154	Teacher
Mrs. Julia Greenbaum 1237 Imperial Road Rydal, Pennsylvania TU 4-1825	Housewife
Dr. Thomas McCarthy 205 Roberts Avenue Glenside, Pennsylvania TU 4-9925	College Professor
Mr. Robert L. Jawer 1450 Autumn Road Rydal, Pennsylvania TU 7-3987	Sales Representative KYW - TV 3

APPENDIX

Demonstration and Dissemination

ABINGTON HIGH SCHOOL NORTH CAMPUS
Abington, Pennsylvania

VISITOR EVALUATIONS

The following excerpts are taken from letters
received from visitors to Abington High School
North Campus during the school year 1967-1968.

"The Benton Teachers thank you for your efforts to make our visit to Abington North Campus, November 7, a memorable one. You have a truly remarkable school and school program."

Mary A. Hartman
Benton Joint Schools
Benton, Columbia County, Pa.

* * * * *

"Please accept this expression of gratitude for receiving so graciously the members of our teaching staff who visited in your school on Friday, April 5. Their enthusiasm was very gratifying and I thank you for your cooperation in making this visit possible."

Charles F. Berke, Principal
Beverly Hills Junior High School
Upper Darby, Pennsylvania

* * * * *

"Our visit on Wednesday to Abington High School, North Campus, was unusually rewarding. All of us were exhilarated by the atmosphere of experimentation, excellence and expectancy which pervades the school. Pertinent insights into 9-10 grouping, suggestions for teacher education and an expanded vision of educational possibilities will find their way into our work. For your contagious enthusiasm, comprehensive explanation of the program and your willing answers to our questions we are most grateful.

"The time with you was planned for the explicit purpose related to the development of materials for grades 9-10. It more than fulfilled our expectations. Perhaps, within the limitations which you set, it will be possible at a later time for administrators and other members of our staff to arrange a similar conversation. The kind of educational vision demonstrated on your campus needs to get into our decision-making process."

Edward M. Esler
Board of Christian Education
of the United Presbyterian Church
Philadelphia, Pennsylvania

"A word of thanks for the fine experience we had at North Campus on Tuesday. It is quite obvious that you are a busy person, and Ralph Miller and I therefore greatly appreciate the cordial reception and time given us."

Louis S. Edwards, Jr., Principal
Cedar Cliff High School
Camp Hill, Pennsylvania

* * * * *

"I want to thank you for a very worthwhile day spent at your school. Thank you, your students and your faculty for the hospitality shown me during the visit.

"I was impressed by your modular system of scheduling and I hope that by some of my efforts, Central Bucks can see the advantages and adopt it, maybe in part or in whole."

Mrs. L. Maioriello
Central Bucks School District
Doylestown, Pennsylvania

* * * * *

"The visit to your high school was an exciting adventure made all the more enjoyable by your enthusiastic approach to education and your warm friendship toward strangers. I want you to know that the extra time spent in answering questions, which you probably hear every day, was most appreciated by us."

Richard D. Stevenson
Administrative Assistant
Chelmsford High School
Chelmsford, Massachusetts

* * * * *

"Thank you most kindly for making the arrangements for our Abington visit on Thursday, October 26, 1967.

"Those of us who visited your Junior High School and North Campus feel that our day was very worthwhile."

Clark T. Donlin
Churchill Junior High School
East Brunswick, New Jersey

* * * * *

"On behalf of the Educational Development Center, Cheyney-West Chester State Colleges, I would like to express a sincere note of thanks for the arrangements that you made for our group of forty-eight to visit Abington on February 7, 1968.

"The program was well-organized and most beneficial for those in attendance. By the feedback that I have received from those in attendance, I am sure that many of Abington's ideas will be utilized."

Anthony F. Pinnie
Area Curriculum Coordinator
Cheyney State College
Cheyney, Pennsylvania

* * * * *

"Thank you very much for the courtesy which you extended to me on June 14 when I visited the North Campus.

"I certainly appreciated the time you spent with me, and the excellent tour of your school.

"As a result of the visits that my husband and I have made to various schools, and the information we have compiled, we have bought a home in Abington Township for the wonderful advantages offered there. We intend to give our support to help maintain your excellent standards."

Estelle Coplan
(Mrs. Saul H. Coplan)
8806 Blue Grass Road
Philadelphia, Pennsylvania

* * * * *

"On behalf of the Darien High contingent whom you so graciously received the other day, I want to say what I cannot adequately say to reflect how we feel--thank you!

"Needless to say, we were overwhelmed by the beautiful plant, the philosophy-in-action, the energetic and professional staff, and the honestly involved and interested student body.

"We do sincerely appreciate the time you spent with us and the effort which you and your gracious secretary went to to make our visit a meaningful and pleasant experience. In addition, of course, we want to thank the departmental chairmen who took time to chat. Mr. Monticciolo even cancelled a group project, which made me feel guilty but which certainly reflects the genuineness of his claim that his interest is in people more than in things."

Gerald L. Heffernan, Chairman
School Schedule Committee
Darien High School
Darien, Connecticut

* * * * *

"On behalf of my colleagues, Misters Abel, Niemeyer, Taylor, and myself, I take this opportunity to thank you for your time, effort, and hospitality extended to us on our visit of April 17.

"It was rewarding to visit a school like Abington with a program similar in many aspects to Ben Davis Junior High and housed in a functionally designed facility. The co-ordination of program and facility is a marked success."

Edward L. Bowes
Assistant Principal
Ben Davis Junior High School
Indianapolis, Indiana

* * * * *

"Thank you for your fine reception given to members of my staff and me on our visit to your school last Thursday, December 7.

"We appreciated the hospitality and were impressed with the school, the staff, and the students. It was a very helpful and informative day for us all."

Chester M. Ogden, Principal
Deptford Township High School
Deptford, New Jersey 08096

* * * * *

"Please accept this expression of gratitude for receiving so graciously the member of the Drexel Hill Junior High School faculty who visited in your school on Monday, March eleventh.

"Needless to say, the ideas obtained have been major topics of conversation in faculty rooms and dining areas and I shall have my hands full trying to implement the numerous suggestions that already have been made.

"I am convinced that inter-school visitation does more to stimulate teachers in a professional way than does any other single thing we do. I thank you for your part in this advance."

William F. Woods, Principal
Drexel Hill Junior High School
Drexel Hill, Pennsylvania

* * * * *

"We want to thank you for the time you spent with us and the material given us during our day in Abington, May 14.

"We have all benefited a great deal in knowing more about Independent Study. Our thanks to you in helping bring this about."

Richard H. Bartholomew, Director
Educational Planning Staff
Duncansville, Pennsylvania

* * * * *

"We would like to thank you for your courtesy--showing us round the school, and also for sending us a copy of the "Connie Brown" book.

"We are definitely coming to live near Abington next year, and hope to get a house in your school area."

Basil W. Osborne
12 Mead Crescent
Great Bookham
Surrey, England

* * * * *

"Dr. Coffin asked me to acknowledge the receipt of your letter concerning our request for information on your use of various types of educational technology.

"We appreciate the time you took with your reply.

"Since this is an area of great concern to school districts throughout the country the assistance you have given us will help us to make sound decisions in District 65."

J. Robert Parkinson, Director
Instructional Materials Center
Evanston Public Schools
Evanston, Illinois 60201

* * * * *

"Thank you very much for the opportunities which you provided recently for some of our teachers to observe operations in your school. They felt that the visits were very profitable, and their reports have stimulated the interest of other members of our faculty group."

James A. Killough, Principal
Frankford High School
Philadelphia, Pennsylvania

* * * * *

"I am very grateful for your time given us during our visit to your school and would like our appreciation extended to all the other personnel who were so helpful for the valuable information we obtained."

James E. Hatch, Principal
Gates Chili Central School District
Rochester, New York 14624

* * * * *

"As you must know from the interest and response, we certainly enjoyed your helpful and frank discussion of what goes on structurally at the Abington High School North Campus. Philosophically, we are certainly with you, and I would guess that you'll have a few visitors from here between now and June."

Robert W. Boynton
Head of Senior High School
Germantown Friends School
Philadelphia, Pennsylvania

* * * * *

"May I take a moment to express my personal gratitude to you and other staff members who made my recent visit to Abington a pleasant and informative experience. Please also convey my thanks to Kathy; our student guide, whose gracious and down to earth response to our questions was indeed appreciated. As a representative of your student body she is an excellent choice."

Francis L. Josefiak
Guidance Counselor
Goshen Central School
Goshen, New York

* * * * *

"My personal compliment to you and your staff, especially your Title III people. They are really doing a fantastic job. My sympathy goes out to the project in light of your recent development of the probability of Title III being dropped - What a sad thing!

"Well, again thanks and I shall for days, I know, be going over in my mind and reading and re-reading the materials that we took away with us. Good luck to you in the future and to the program at Abington."

Donald A. Stokes
Assistant Principal
Greenwich Public Schools
Riverside, Connecticut 06878

* * * * *

"Thank you for a great day.

"At Abington, North Campus. It is a real inspiration to see a large group of teachers, obviously committed to the educational welfare of children, working together to improve learning opportunities.

"We are looking forward to seeing you at the Third Abington Conference, and will communicate with you later."

William A. Hickox, Principal
Kate Griffin Junior High School
Meridian, Mississippi

* * * * *

"Thank you for having permitted me to visit your school on Wednesday, October 25, 1967. I enjoyed visiting the campus and appreciated your hospitality.

"I hope you will have an opportunity to visit in the Grosse Pointe area when our school has been completed next year, and will come by and take a look at it."

William L. Craig, Principal
The Grosse Pointe Public School System
Grosse Pointe, Michigan 48236

* * * * *

"Mr. Sigmund, Mr. Vandegrift, and Mr. Merkle join me in thanking you for the most interesting and informative days, January 23 and 24, spent in your school. We have shared the ideas you and Mr. Vernon gave us with other members of our social studies department. We are currently planning to incorporate some of those ideas, where feasible, in our own school.

"Mrs. Crager, your student guides, and other personnel were most gracious and helpful."

Elizabeth Read
Haddon Township High School
Westmont, New Jersey

* * * * *

"Mr. Hutchinson and I wish to thank you for a fascinating and rewarding day last Wednesday.

"We were very much impressed with the facilities, the efficient organization, and the conduct of the students."

Barbara D. Hart (Mrs. Alan F.)
Chairman, English Department
Hopewell Valley Central High School
Pennington, New Jersey

* * * * *

"Please accept my appreciation for extending to our principals and me the hospitality of the Abington School District. I appreciated your honesty and interpretation of your program. It is good to see educators innovating and not being satisfied with the status quo."

Robert P. Martin, Ed.D.
District Superintendent
Indiana Area School District
Indiana, Pennsylvania 15701

* * * * *

"Thank you for your interest and hospitality during our 'memorable' visit to Abington. Our tour of your school is still a topic of many a conversation!

"It was a thrill to see how many of Dr. Glatthorn's ideals had become actualities!

"Your manner made us feel so welcome and we are so grateful for having had the opportunity to see Abington!"

The Sisters of I.H.M.
Immaculata College
Immaculata, Pennsylvania

* * * * *

"Congratulations on being selected as one of the top ten high schools in the nation. This award by the Ladies Home Journal is a great honor to be shared by you, Dr. Glatthorn, and your staff.

"I would also like to thank you for allowing me to visit your campus last April. You must be commended for your very fine program, staff, and facilities."

David L. Cross
Variable Scheduling Coordinator
Lansing School District
Lansing, Michigan

* * * * *

"I deeply appreciate all your time so graciously given and the invaluable help you gave while we were with you.

"We were most impressed with your school set-up. I was particularly delighted with the library and the resource centers. I returned also with many ideas about scheduling."

Sister M. Dermot, I.H.M.
Maria Regina Diocesan High School
Uniondale, New York 11553

* * * * *

"It was most refreshing to visit with you and get a first-hand look at your school program. It was immediately evident that I was seeing a first class program administered by very competent educators. It is my hope that what you are doing in education will generate sparks in education that will be 'felt-round-the world'."

Wallace W. Merrill, Supervisor
Secondary Education
State of Mississippi

* * * * *

"All of us from Montgomery County, Virginia, are deeply grateful to you for the inspiration and information that you and the Abington School provided us last Tuesday.

"It was a most enjoyable day and we found many useful ideas that we hope can be incorporated in our future program.

"You were an excellent host. Please express our appreciation to your co-workers."

M. Mae Kelly, Director
Montgomery County School Board
Christiansburg, Virginia 24073

* * * * *

"This is just a word of appreciation for your response to our request for information on your work in new approaches to student scheduling, material resource centers and change of teacher role.

"It is pleasant to know that there is a willingness on your part to share information with us and please feel free to call on us in the future for any help we may be able to provide you."

Irving S. Friberg
Curriculum & Research
J. Sterling Morton High Schools & Jr. College
Cicero, Illinois 60650

* * * * *

"We wish to thank you for providing us with a very worthwhile visitation of your school.

"The information and ideas we obtained concerning individualized instruction, independent study and modular schedules should prove very helpful to us."

Martha Lackey
Mount Pleasant Junior High School
Wilmington, Delaware 19809

* * * * *

"To say 'thank you' does not sound sufficient for all the time that you and the other members of your staff took out of your already busy day to be so gracious and helpful to us when we visited Abington High School on Wednesday, May 8.

"You have every reason to be proud of your school. The educational and physical facilities are certainly outstanding and they are, indeed, enhanced by your dedicated faculty.

"Being able to see the modular scheduling program set up in your school will give us some idea of how to incorporate this scheduling on all our grade levels within the next few years."

Sister Mary Eloise, Assistant Principal
Notre Dame High School
Trenton, New Jersey 08638

* * * * *

"Thank you for permitting the students in the secondary reading course to visit your school on Tuesday, February 27 and Thursday, February 29. The students were quite impressed by what they saw and felt the observing experience was well worthwhile.

"Please express our appreciation, also, to the teachers in whose classrooms the students observed, and the student guides."

Mary A. Keetz
The Pennsylvania State University
The Ogontz Campus
Abington, Pennsylvania 19001

* * * * *

"I want to thank you again for your presence with us last night. It was a most interesting evening for it widened our ideas of what can be done with the schedule. The approach and attitude which you used with this group of teachers was most effective and delightful.

"I hope you will be able to pass the word on to Lois Hilcher that we appreciated very much her presence with us also and her very real contribution."

Wilbert L. Braxton
Assistant Headmaster
William Penn Charter School
Philadelphia, Pennsylvania

* * * * *

"I want to thank you and Dr. Glatthorn for an informative visit with you yesterday at the Abington High School. Chatting with you gave me the opportunity to better understand the purpose of innovation at Abington. I was impressed by the spirit of inquiry which seems to pervade the leadership of the school.

"While, of course, Pittsburgh cannot expect to directly transfer innovation from any school system to its own, I know that Abington's program has some relevance for Pittsburgh as we begin a series of steps to develop programs."

Ernest B. Fleishman, Program Director
Great High School Planning
The Board of Public Education
Pittsburgh, Pennsylvania 15213

* * * * *

"Thank you for allowing us to visit Abington High School North Campus last Monday. All of us enjoyed our visit very much, and we all felt that we hearned a great deal.

"You have a fine school and an excellent program, and you do a service by allowing other school people visit. Your personal efforts, Mr. Smith, were appreciated very much."

Robert O. Johnson, Assistant Principal
Port Washington Public Schools
Port Washington, New York

* * * * *

"I would like to thank you for your presentation last Wednesday and Thursday evenings. Your talk provided the essential framework that was necessary to establish the perspective needed for an insight into the philosophy of North Campus.

"Dr. Gordon from Temple University and his students found the visit to be very enjoyable and highly informative. A good part of this was due to your competence and cooperation."

U. Frank Rago
Supervisor of Instructional Materials
Abington School District
Abington, Pennsylvania 19001

* * * * *

"The four of us from the Renton School District were very pleased and greatly impressed by the reception given us by you and the staff at Abington during our visit there last month. We had expected to see and observe a few of your innovative programs and one or two areas of learning, as is the case in most school visitations, but we were pleasantly surprised to be included in such a broad coverage of facilities and programs at Abington. This is the type of visitation one hopes for but rarely receives.

"Will you please thank those of the staff who gave of their time and energy so freely to make our visit such a profitable and pleasant one. Special commendation goes to our student guide who did such a wonderful job of keeping us in step with the day's planned agenda - a task of planning and organization second to none. Thanks also go to all of your teachers, counselors, and your schedule maker whom we worked with throughout the day.

"We are now in the process of gathering our data received from Abington; Mamaroneck; Fox Lane Middle School, Bedford, New York; and Montgomery County, Maryland's John F. Kennedy High School. We will be thinking of you, your staff, and your school when we show the slides we took and discuss Abington - its programs and innovations - at our school board meeting March 14."

Gorden A. Thompson, Principal
Renton School District No. 403
Renton, Washington

* * * * *

"Many thanks to you for all of the time you took to arrange and conduct us through a review of the program at Abington Senior High School. Our stay with you was most pleasant and profitable and I am sure that our group will profit from our visit."

Lucien Adams, Assistant Superintendent
Richmond Public Schools
Richmond, Virginia 23219

* * * * *

"Jim Eavey and I feel quite impressed with our visit to North Campus and do appreciate your kindness in furnishing us with so much information about the school. It is my sincere hope that I shall be able to make use of this visit to help in the curriculum improvement we feel necessary at Jefferson High School.

"Please relay our gratitude to your teaching staff for their kindness in accepting us in their already busy schedule. Also, give our thanks to the young lady who acted so ably as our guide."

Benjamin L. Taylor, Assistant Principal
Jefferson High School
Roanoke, Virginia 24016

* * * * *

"I would like to express my thanks for the time and hospitality which you and your staff extended to me and my fellow educators from Spokane when we visited your school two weeks ago. I'm certain we all gained much information and many ideas which we will be able to implement in our own individual buildings.

"In light of the great number of visitors which you receive almost daily, we were especially impressed with your courtesies."

James R. Hutton
John R. Rogers High School
Spokane, Washington 99207

* * * * *

"Thank you for the brochure describing the North Campus programs. This unusual system (particularly the flexible scheduling process and the opportunities for independent study) should give your students an early start in the development of the intellectual curiosity and the self discipline which are so necessary for real success in college."

Gloria Mordue, Coordinator
Instructional Resources Center
Ithaca College
Ithaca, New York 14850

* * * * *

"My visit to your North Campus School and the valuable information you gave me was most rewarding. I hope that it will be possible for me to visit your district once more as it appears to have many of the innovations and procedures that are the basis of my research."

Ralph H. Dumas
Assistant Superintendent
Scarsdale Public Schools
Scarsdale, New York

* * * * *

"I want to thank you for the warm reception you gave our teachers on their recent visit to Abington. You and the Abington teachers were most gracious.

"Our teachers had a most enlightening experience."

Garnett Bowyer
Curriculum Specialist
Shepherd College
Shepherdstown, West Virginia

* * * * *

"May I express my appreciation on behalf of Mr. Wesley Anderson and myself for the cordial reception and assistance given by the people in your school district. Our visit to your school was very enlightening and I know that some of the ideas will be of assistance to us.

"I have always found that discussing ideas and discovering what is happening in other parts of the country can be of great assistance in promoting ideas in education."

Grant W. Jensen, Principal
South High School
Bakersfield, California

* * * * *

"We certainly appreciate the hospitality shown to us during our visit of Abington High School on February 8. I think you have an outstanding program and the students in your district should benefit greatly from the variety of experiences available to them."

Donovan D. Kimball, Director
Secondary Education
Springfield Public Schools
Springfield, Oregon

* * * * *

"We wish to express our thanks for your kindness in permitting us to visit your Instructional Materials Center, November 28, 1967. Your staff personnel was most gracious during our tour. Please extend our appreciation to them as well.

"You are to be congratulated upon your excellent facilities which your initiative and far-sighted planning has made possible for the students of your system."

Katherine P. Rogers, Librarian
Spring-Ford Joint School System
Royersford, Pennsylvania 19468

* * * * *

"This is just a note to thank you and the members of the library staff for your gracious hospitality to our group of independent school librarians when we visited you yesterday.

"You could tell by the length of our stay and the many questions that were asked how great our interest was in what you had to tell us. We all wished that our visit might have been longer."

Isabella J. Schiosser, Chairman
Librarians Group of the Independent
School Teachers Association
Springside School
Philadelphia, Pennsylvania 19118

* * * * *

"Thank you very much for letting Mr. Morton and me visit your school last week. Both of us thoroughly enjoyed our visit and came back filled with new ideas."

A. Lyman Warner, Administrative Intern
J.E.B. Stuart High School
Falls Church, Virginia 22044

* * * * *

"Those of us with backgrounds in English know, more than others, the limitations of language as a vehicle for conveying our real meaning. And so it is with me as I try to describe my days at Abington. To be expansive would defeat my purpose as it became lost in words.

"We learned to know each other well enough during our talks that you will be able to fill in the empty spaces of this self-appraisal. I left Abington, dwelling on what I had learned that will improve our school. There is never any turning back from this kind of experience, no acceptance of the status quo. Abington performed a real service to learning as it admitted me without restriction and without any attempt to impress.

"Most difficult of all to find are the words that can relay effectively any appreciation to you for the time you gave me combined with your understanding of my purpose and the freedom to pursue it. We shall be very much pleased if you can arrange to visit us some day."

John E. Fiorini, Principal
Sullivan County High School
LaPorte, Pennsylvania 18626

* * * * *

"I would like to take this opportunity to thank you for making all the arrangements and permitting us to visit your school last Monday. The members of our party were highly impressed by your school, the program being offered, and especially with your cordiality and assistance. The printed material that you gave us has been very helpful and further clarifies our thinking as the direction we wish to pursue in our new high school addition."

Max K. Liggett, Dir. of Sec. Education
Bedford City Schools
Bedford, Ohio 44014

"It has taken me a week of come back to earth after our two day visit with you in Abington. Your school and your program are very impressive, and we learned a lot--much of which we hope to operationalize at University City in the near future. The house idea, your schedule, and your 'clinics' were particularly appealing.

"You, your staff, and your student body are to be thanked for your cordiality and commended for your exciting accomplishments. We would love to have you visit us soon."

Carl W. Bewig, Instructional Associate
Humanities - Social Science Division
University City Senior High School
University City, Missouri 63130

* * * * *

"I wish to thank you and your staff for the wonderful time and the assistance you gave Dr. Boyer, Carl Bewig and myself on our visit to Abington. You have a tremendous school and student body. We learned much and it is our hope to incorporate many of the ideas we saw there into our program."

Ronald M. Compton, Director
Title III ESEA
University City Senior High School
University City, Missouri 63130

* * * * *

"It was nice seeing you again and visiting briefly in your school. We were all very much impressed with your school plant, your program and the overall appearance of your student body. It seems that certainly your school system has something on the ball in public education.

"Our School Board was impressed with your program and I think their visit there will help them see the need for some changes here in our school."

B. L. Rieves, Principal
Tupelo High School
Tupelo, Mississippi 38801

* * * * *

"I want to express my appreciation to you for allowing us to visit in the Abington High School and to you for giving so freely of your time while we were there.

"Our school board was impressed with the many fine activities in which your children had an opportunity to participate. We like your building, the materials, and resources you have developed for meeting the needs of your students."

C. E. Holladay, Superintendent
Tupelo Public Schools
Tupelo, Mississippi 38801

* * * * *

"Although I did not have a chance to speak with you on my recent visit to North Campus, I just wanted you to know how impressed I was with everything I saw and with the people I met. You certainly have a rich, active program operating within beautiful facilities - a fine educational situation, indeed!

"I especially appreciated all the time that Jim Smith gave me, both for exposition about Abington's system and for the answering of my questions. In fact, everyone I spoke with (four or five of your staff and a variety of students) was informative and pleasant."

L. Ross Sterling, Assistant Principal
Timberlane Regional High School
Plaistow, New Hampshire 03865

* * * * *

"On behalf of the YMCA of Philadelphia and Vicinity, I would like to thank you and the Abington School District for making our visit on May 18, 1967, so worthwhile. From the comments that I have heard from the five Y professionals that visited Abington High School, I am sure they appreciated the flexibility and extreme warmth of the administration, faculty, and students displayed."

Kenneth R. Harlacher, Program Director
Young Men's Christian Association of
Philadelphia and Vicinity
Abington, Pennsylvania 19001

* * * * *

"It was a very worthwhile experience for me and my fellow "Y" staff members to spend a day at Abington High School. Our visit with you and the students was quite an education and I thank you sincerely for the time extended to us.

"I'm sure the visit by the "Y" staff to local schools gave us all a better understanding of the problems and needs facing the teenager of today."

Henry A. Van Zanten, Physical Director
The Community Y of Eastern Delaware
County
Lansdowne, Pennsylvania

* * * * *

"I wish to express my appreciation to you for the personal tour of your school plant. It was very interesting to observe the many excellent features of your school program.

"It was also good to visit with your fine school personnel and students."

Sattler B. Anderson, Assistant Principal
George Wythe High School
Richmond, Virginia 23225

* * * * *

"Thanks so much for the courtesy and hospitality which my party received on our recent visit. I am certain that this contributed to the very positive response which the members of the group expressed. I appreciate how much these visits contribute to our development activities."

Wilbur H. Lewis, Ph.D.
Wilmington High School
Wilmington, Ohio 45177

* * * * *

"This is to express my appreciation for a truly extraordinary day at North Campus. Lou Edwards and I enjoyed our visit even more than we had anticipated. The enjoyment was in direct proportion to the manner in which we were received. Both of us remarked on your graciousness and your complete knowledge of the school."

Ralph B. Miller, Principal
Redland High School
Etters, Pennsylvania 17319

* * * * *

"Dr. Bailer and I want to thank you very much for all the help you gave us last Thursday when we visited Abington School. We both feel that we received much valuable information and many ideas which will help us in our work. You are to be congratulated on a very fine school situation."

Margaret M. Bailer, Supervisor of Curriculum,
English and Foreign Languages
Board of Education
Carroll County
Westminster, Maryland 21157

* * * * *

"Just a note to express our sincere appreciation for the time and effort spent by you and your most competent staff during our visit. We were impressed by your physical plant, your equipment, but most of all, by your staff and their enthusiasm for children and their education."

William E. Wood, Administrative Assistant
West Branch-Rose City Area Schools
West Branch, Michigan 48661

* * * * *

"The Superintendent of Schools, Richard W. Wendler, requested that I convey to you his personal thanks for arranging our visitation on Wednesday evening, May 24, at 8:00 p.m."

Charles B. McNally
West Deptford Junior-Senior High School
Westville, New Jersey

* * * * *

"Thank you for the opportunity of visiting your school and for the most welcome reception. We found it extremely interesting, and I would especially like to commend our guide who was Miss Barbara Foos - she was both courteous and helpful."

Elizabeth Kenyon, Chairman
Math Department
Waterford High School
Waterford, Connecticut 06385

* * * * *

"Many thanks for your time and hospitality during our visit to your school. It was very kind of you to take of your valuable time to help us with some of our problems.

"I am hard at work on a course of study bulletin and some schedule changes for next year.

"Also a special thanks to your secretary for getting the materials ready for us."

Robert F. Radabaugh, Director of I/D/E/A
George Washington High School
Charleston, West Virginia 25314

* * * * *

"Miss Barbara Foos
Student Guide
Abington High School
North Campus
Susquehanna Avenue
Abington, Pennsylvania 19001

Dear Miss Foos:

"I would like to take this opportunity to thank you for providing us with a very interesting and beneficial tour of your school building last Monday. The members of our party were very impressed with the school building and the program in operation, but they were even more impressed by your cordiality, poise, and obvious interest in your school. If you are an example of the typical student of Abington, they can only be highly complimented for the excellent job they are doing.

"Again, a most sincere thank you for your considerate assistance."

Sincerely,

Max K. Liggett
Director of Secondary Education
Bedford City Schools
Bedford, Ohio 44014

* * * * *

"I have had an opportunity to visit almost every corner of this country. Let me say that my three days at Abington were the most informative and the most enjoyable that I have experienced these past two years. Your efforts can be felt in every inch of that campus."

Joseph T. Downey, Principal
Union Free School District No. 1
Mamaroneck, N. Y. 10543

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APPENDIX

Research and Evaluation

STATUS OF 1966-1967 TITLE III PILOT PROJECTS

Evaluation of Innovations and Research Projects

Administrative Studies and Research

Sponsor of Project	Description of Project	Level or Grade	Project Completion Date	Project Report Date
James McCaffery	<u>Clubs and Activities Program</u> - study of effectiveness at North Campus	9 & 10	Jan., 1967	Feb., 1967
James Smith	<u>Demonstration</u> - survey of visitations and visitor testimony	Adult	May, 1967	May 19, 1967
Allan Glatthorn Dept. Chairmen	<u>Department Chairmen</u> - study of position requirements and mode of selection of a chairman - faculty survey on department chairmanship	Teacher	Jan., 1967	Feb., 1967
Allan Glatthorn	<u>Focus on the Individual</u> - a presentation of Title III objectives and procedures for public enlightenment	Administration	Feb., 1967	March, 1967
Dan Turner	<u>Independent Study</u> - study of student use of independent study time	9 & 10	April, 1967	July 15, 1967
Allan Glatthorn	<u>Individualized Learning</u> - a study of faculty and student attitudes toward individualized learning	Teacher & 9 & 10	Nov., 1966	Feb., 1967
Fred Mayer	<u>Large Group</u> - study of educational and administrative advantages of large group	Administration	Study in Progress	
Gerry Sproesser Fritz Luecke	<u>Library Report</u> - survey of student opinion of library efficiency and regulations	9 & 10	Jan., 1967	May, 1967
Pauline Edwards	<u>Modular Scheduling</u> - survey of student attitude	9	Oct., 1966	Dec., 1966
Allan Glatthorn	<u>Junior High School - North Campus - South Campus</u> - student preference survey			
Hester Allen	<u>Small Group</u> - survey of student and teacher attitude toward small group activity	9 & 10	Study in Progress	
Pauline Edwards	<u>Title III Grants</u> - a guidebook of schools and programs initiated with Title III grants	Administrative	Dec., 1966	Dec., 1966

Departmental Studies and Research

Sponsor of Project	Description of Project	Level or Grade	Project Completion Date	Project Report Date
Jean Lamb Ray Reber	<u>Business Department</u> <u>Typing</u> - individualization of typing through the use of an electronic laboratory	10	May 26, 1967	September 1967
Penny McJunkin	<u>English Department</u> <u>Descriptive Writing</u> - individualized unit using audio tape cartridge and 8mm film	10	May 26, 1967	June 1 1967
Hilda Tuthill	<u>Persuasive Writing</u> - an individualized unit of instruction	9 & 10	Feb., 1967	May, 1967
Louise Hively	<u>Foreign Language Department</u> <u>Spanish I</u> - color coded programed vocabulary material	9	April, 1967	May, 1967
Joseph Procino	<u>Language Film</u> - used in independent study (16mm changed to 8mm)	9 & 10	Study to be completed 1967-1968	
Allan Glatthorn Frank Wilgoeki Alan Quay	<u>Continuous Progress</u> - tracking and grading report	9	May, 1967	July, 1967
Hazel Christman	<u>Girls' Physical Education Department</u> <u>Lacrosse</u> - 8mm sound film for individual teaching of lacrosse skills	9 & 10	Film being completed June, 1967	Evaluation to be completed 1967-1968
Pauline Edwards	<u>Mathematics Department</u> <u>M-Math</u> - games in math (non-diploma)	9 & 10	Feb., 1967	June 1, 1967
Eleanor Frey	<u>Geometry</u> - production and use of taped units of instruction	10	March, 1967	September 1967
Ann Hagan	<u>Algebra</u> - effect of varying amounts of scheduled class time on student achievement	9	April, 1967	June 1, 1967
Susan Logan	<u>Algebra</u> - production and use of taped unit of instruction	9	May, 1967	Evaluation to be completed 1967-1968
Ray Rauenzahn	<u>Algebra</u> - five written programed units	9	April, 1967	Evaluation to be completed 1967-1968

Departmental Studies and Research

Sponsor of Project	Description of Project	Level or Grade	Project Completion Date	Project Report Date
Pauline Edwards	<u>Mathematics Department (continued)</u> <u>Algebra</u> - filmstrips as review units for SMSG	9	Sept., 1967	Evaluation to be completed 1967-1968
Frances Crawford	<u>Reading Department</u> <u>Spelling</u> - programed tape materials for auditory discrimination and spelling	9 & 10	Materials not complete Study to continue 1967-1968	
Theodore Hanson	<u>Multisensory Materials</u> - 8mm film directing student use of materials	9 & 10	June, 1967	Study to continue 1967-1968
Margery Rosen	<u>Vocabulary Development</u> - multisensory materials for individual sight vocabulary development	9 & 10	May, 1967	June 1, 1967
Richard Butler	<u>Science Department</u> <u>Earth Science</u> - individualized study unit on atomic theory	9	May, 1967	September 1967
William Thrush	<u>Biology</u> - 8mm sound for individualized unit on microbial growth	9 & 10	May, 1967	September 1967
Fred Mayer	<u>Earth Science</u> - 8mm film on contour map making and reading for individual use	9	May, 1967	May, 1967
Charles Tremer Robert Schell John Hatton Frank Gaddes	<u>Social Studies Department</u> <u>Africa</u> - individualized unit of instruction - use of tapes, film, and individual response units	10	May, 1967	September 1967

APPENDIX

Administration and Coordination

-183- / 184

SELF-EVALUATION

1. USOE Number 4194 DPI Code Number R-34

2. Project Title Center for Individualizing Learning

3. Administrator of Grant

Name Dr. Thomas R. Bowman Title Superintendent

Address Abington School District Administration Building

Abington, Pa. Zip Code 19001

Telephone Number 215-884-4700 Ext. 500

4. Agency Awarded Grant

Local Education Agency Abington School District

District/County Code Montgomery

5. Project Director

Name Roland G. Hughes, Jr.

Address Abington High School, North Campus

Abington, Pa. Zip Code 19001

Telephone Number 215-884-4700 Ext. 216

6. Type of Project

☐

Initial Grant

☒

Continuation of Grant

7. Fiscal Data (Complete where applicable)

	Initial Application	First Continuation	Second Continuation
Amount requested	\$160,000.00	\$498,930.00	---
Amount granted	73,785.00	287,389.00	---
Amount expended to date	73,763.00	251,296.00	---
Amount returned to USOE	22.00	?	---

8. Personnel (Complete as applicable) *Non-professional - includes aides

	Initial Application	Continuation	Continuation
Number requested			
Professional	9	21	---
*Secretarial	12	25	---
Number hired			
Professional	4	9	---
*Secretarial	8.5	23	---

Self-Evaluation

9. Program Objectives

a. List the program objectives as stated in the original proposal.

1. To determine whether teacher aides can effectively direct certain types of learning activities.
2. To improve a comprehensive program of independent study for all students and to determine the effectiveness of such a program.
3. To determine which instructional media are most applicable and effective for our programs of individualizing instruction.
4. To determine how materials for learning can best be individualized.
5. To determine which types of in-service training can best achieve the objectives of this program.
6. To determine what combinations of learning spaces will best accomplish the goal of maximizing growth for the individual learner.
7. To develop systematic procedures for demonstration and dissemination.

b. Explain the progress made to date toward achieving each objective as listed above. (Cite specific accomplishments)

1. Employed aides in about 20 positions staffing a variety of independent study situations in an effective manner.
2. Independent study programs have been improved and expanded.
3. About \$38,219 worth of equipment has been purchased and is being used effectively.
4. Teachers have created 87 individualized instructional units and commercially prepared materials also have been modified for use.
5. Large group, small group, and individualized in-service programs have been effectively and extensively implemented during school, after school, and on holidays.
6. New independent study centers were opened to students at North Campus, while three other schools opened centers for the first time.
7. A full-time coordinator planned all aspects of the demonstration and dissemination programs.

c. Attach a copy of the abstract of the proposal.

(See attachments)

Self-Evaluation - continued

10. Involvement of cultural agencies and non-public educational agencies (cite specific examples) since the beginning of your project. DO NOT list those involvements from your original proposal if they did not occur. Briefly list the agency and kinds of involvement and/or cooperation.

Agency

Involvement

Consortium Schools

Warren County, Warren, Pa.)	Attended orientation day
Pittston Area, Pittston, Pa.)	programs here, sent
Harrisburg Area, Harrisburg, Pa.)	follow-up visitors here
Washington County, Washington, Pa.)	to observe.

Area Private Schools and Colleges

Academy of the New Church, Bryn Athyn, Pa.)	Representatives on the Title III
Bishop McDevitt High School, Wyncote, Pa.)	Advisory Council, invited to
		visit and attend in-service
		programs.

Agencies for Research and Evaluation

Research For Better Schools (RBS))	Worked with our Title III
Philadelphia, Pa.)	representatives in research-
Research and Information Services)	related activities.
for Education (RISE), King of)	
Prussia, Pa.)	

11. Evaluation Activities Completed

- a. Summarize the progress of project to date.

A master plan of evaluative activities was formulated (see attachments). Following this time-table, objectives were developed and attempts were made to evaluate each major activity. Research material was assembled, organized, and disseminated. Research team offered services, frequently augmented development of research design, helped with some statistical processing, assisted with the writing of many reports, and collected all reports related to detailed aspects of the project. Now in the process of writing the final report on research and evaluation.

Self-Evaluation - continued

b. Summarize the internal evaluation results to date.

1. Teacher aides are effective and make a very valuable contribution to school-wide supervision, the instructional process in general, and individualization in particular.
2. Independent study programs have been expanded and enhanced by Title III.
3. Media are essential to a program of individualization. The most effective items are those which are durable, simple to operate, and have available programs. Students are oriented toward using media.
4. Software materials for individualizing instruction are increasing in availability, quality, and variety. Teachers can develop their own materials, but the process is expensive and requires much supervision. Quality varies with the teacher.
5. Quality, appropriate, and on-going in-service programs are critical for staff involvement and acceptance of innovation. In-service is most effective individually, and in small groups based on self-referral and when related to a specific project.
6. Independent study centers need a setting distinct from the classroom. Effectiveness is proportional to the staff, equipment, and supplies provided.
7. The numbers of guests and the comments they make indicate that visiting Abington is the most successful and widespread demonstration activity.

c. Attach one sample copy of questionnaires or other evaluation instruments developed.

12. Dissemination Activities Completed

- a. List and explain what forms and/or methods of dissemination have been used, (local, state, nationally) since the inception of your project.
 1. The techniques of telling, showing, helping, involving, and training were used in the variety of dissemination activities employed by the project staff.
 2. Mimeographed materials describing the Title III related programs were distributed to all visitors.
 3. Articles and news releases describing the practices supported by Title III have appeared in local, state, and national publications.
 4. Personnel representing schools or school districts in four geographic areas within the state were invited to participate in a consortium with Abington to disseminate information on innovative practices.

Self-Evaluation - continued

5. Five thousand copies of a 16-page illustrated brochure, funded by I/D/E/A., describing programs in operation at the North Campus school were disseminated to a nationwide audience.
6. Various media presentations, including video tape, audio tapes, 35mm slides, and 8mm film, were developed to illustrate selected and general aspects of the Title III programs.
7. Each scheduled visitor or group of visitors to the project schools received a personal orientation to the Title III programs in operation.
8. Visitors at the North Campus school were given opportunity to receive student reaction to programs from student hostesses on guided tours.
9. Several special conferences were conducted to disseminate information to certain selected audiences.
10. Project staff members served as consultants to numerous schools throughout the country, state, and immediate locale.

b. Attach one sample for each method of dissemination used.

(See attachments)

13. LIST the strengths of your project based on the operation to date.

1. Progress in all Title III activities at North Campus High School continued to flourish as did the activities at Willow Hill Elementary School and Huntingdon Junior High School. Progress at South Campus High School was noticeable, but slower.
2. In-service training, independent study, individualized instructional materials, and media and technology all represent areas of strength wherein the effectiveness of each made a substantial contribution to educational progress.
3. Certain aspects of demonstration and dissemination activities represent effective well-received programs, but because of the attitude of the majority of the school board in regard to demonstration, dissemination, and travel, certain activities were intentionally de-emphasized.

14. Special Problems: LIST problems that you have encountered as a Project Director, (staffing, meeting deadlines, allocations of funds, meeting program objectives). Be specific and explain briefly each problem that has been cited.

1. Overcoming the attitudes, eliciting cooperation and gaining support of some professionals and citizens about North Campus High School in general and Title III in particular (examples: jealousy about renown and achievements; suspicion of innovation and innovators; fear of federal aid and federal controls; rivalries between liberal and conservative personalities and politics).

Self-Evaluation - continued

2. Overcoming the problem of the operational changes of the project from the first to the second year (examples: from small to large project; from one-school centered to four-school centered; from grades 9 and 10 to grades K-12; from single, individual, and small group conception and administration to many individuals and larger group administration; from limited involvement to greatly expanded involvement).
3. Problem of time needed to get a project of such magnitude started and stopped within a 23-month period (examples: operational objectives were structured for a three-year period, but the decision to terminate the program came after it was in operation for only four months; the inertia of red tape; establishing procedures; ordering and receipt of materials; and communications complications all tended to impede progress).
4. Problem of evaluating such a complex project with a staff of 1.3 professionals presented an insurmountable obstacle to comprehensive, definitive, and rigorous research studies and activities.
5. The decision of the school board to table any action concerning appointments to the Citizens' Task Force curtailed any progress in this area.

Completed by _____

Signature _____

SUPERINTENDENT'S COUNCIL ON TITLE III

Dr. Thomas R. Bowman

Dr. Carl B. Hoffman

Dr. William R. Hingston

Dr. Allan A. Glatthorn

Mr. Roland G. Hughes, Jr.

Mr. Morton M. Brooks

Mr. James R. Smith

Mr. M. Edward Northam

Mr. Daniel Greenfield

Dr. John W. Holbert

Mr. John Skilton

APPENDIX

Project Endeavors

Willow Hill Elementary School

In our new facility, the Programmed Instruction Center, we made the greatest strides, much beyond our expectations in the areas of Language Arts (reading, writing, listening), Social Studies and Mathematics. Constant evaluation throughout the year indicated that some youngsters who began the year reading on the sixth level advanced to the eighth and ninth levels and are now working independently in enrichment materials. Our developmental reading program also experienced success due mainly to the large selection of materials available at each individual level of achievement, both hardware and software.

Our remedial program made significant strides also, especially due to the cooperative effort between the center teacher, aide, and classroom teachers. This program comprises organized instruction that is encouraging the child to read. Student needs were identified and a program was selected for the particular youngster which best satisfied that need and the student could cope with most comfortably. Many of these programs offered the student high interest material with easy vocabulary. This was followed by our carefully designed follow-up program that is necessary to the success of any program.

We did not consider our original program as permanent. It was modified from time to time as youngsters progressed. The successes were emphasized and the approach was always positive. Our feeling was that a failure in reading should not prevent a child from learning through the use of a variety of media. To augment our reading program next year, we are going to try to encourage each youngster to read more challenging books by surveying their interest and plan various activities to stimulate more reading independently.

In the area of Social Studies, youngsters were grouped so that we were able to provide the student with the necessary tools which would strengthen and/or enrich skills development in this area. Our brighter youngsters were able to pursue sophisticated skills on a level at which they functioned at top efficiency. Through a program of self-evaluation, therefore, these brighter students were working on a high plane of difficulty.

In our Mathematics program, again we were very well satisfied. We were able to offer the four basic operations plus the new concepts in S.M.S.G. Mathematics. Where a student's weakness was identified, he was able to select from various materials and obtain the needed help. When teachers recommended youngsters for enrichment, an assortment of programmed materials including algebra, probability, bases, etc. were offered for selection.

Much of our overwhelming success was due in part to the omission of undue pressures and allowing the youngsters to proceed at a rate which is dependent upon his level of achievement, plus our belief in the importance of self-direction, a trust in the student and a provision for opportunities.

The only area where we found the greatest need for improvement was in science. The materials available in the center did not always correlate with the unit in the classroom. Nor did the materials offer much in the discovery approach which leads to productive questioning. We want the youngsters to enjoy the freedom to seek out the information he needs when he wants it. He needs to be free to try out ideas and invent ways of accounting for them. The teacher and center director help create this

feeling by allowing the learner to pursue new meaning and new understanding in his own way and to progress at a rate satisfactory to the learner.

We see a dire need in our situation for teacher made materials both hardware and software to fit identified needs of the youngsters as recognized by the classroom and center teacher. These materials will cover all areas previously mentioned.

Since no one single method is suitable to all children, our center offers a variety of stimulating programs to help youngsters grasp the necessary skills and abilities he needs as he is confronted with complex situations.

Huntingdon Junior High School

The degree to which teacher aides were able to work with students was far above our expectations. We found them to be quite resourceful in giving remedial help to the students especially in the areas of English, mathematics and reading. The aides, upon their own initiative, offered many services in addition to those requested by teachers.

We found that many of the projects written by our own teachers were "seasonal" in nature. By the time the projects were written, had been evaluated, and were available for use, the actual need of that particular subject or skill had passed. In some cases teachers were reluctant to use the Unipacks because of a lack of awareness of how to use them as well as a lack of familiarity with some of the hardware.

Abington High School South Campus

The English Center at South Campus was opened in September, 1967. It was sparsely equipped at the time, but has been added to throughout the year.

Attendance during the center's first week of operation totaled 103 students. This has increased to a weekly high of approximately 488 students. The daily attendance was 70 students.

The center has been used for research by students and teachers. The students read, listen, write, type, and conduct small group discussions. The center has been helpful to teachers in providing materials and activities for small sections of the class while the teacher works with the remaining group.

Although the use of the center has shown a constant increase in attendance since its opening, its potential value to both teachers and students is far greater than that which has been experienced thus far. It has excellent possibilities of becoming a valuable addition to the facilities for independent study at Abington South Campus.

ATTACHMENTS

-197- / 198

ABINGTON SCHOOL DISTRICT
Abington, Pennsylvania
December, 1966

CENTER FOR INDIVIDUALIZED LEARNING

Abstract: The Abington School District proposes to operate a Center for Individualized Learning in the Abington High School North Campus, to be funded under the provisions of ESEA Title III.

The proposal derives from the following hypotheses:

1. National curriculum groups have produced in every discipline concept-centered, sequentially spiral curricula whose basic soundness has already been demonstrated.
2. Such curricula have typically been developed for school programs operating with traditional schedules and instructional programs, and in their present form provide for little or no self-directed inquiry, independent study, or individualized learning.
3. Secondary schools are in an increasing number adopting innovative schedules and instructional programs which provide for flexible time, team teaching, flexible group size, and independent study time.
4. There is a need for a school with appropriate facilities, staff, and experience in these innovations to develop procedures and materials to make modern curricula fit modern instructional programs and to demonstrate to other public and private schools and to teacher training institutions that modern curricular materials can be adapted for individualized learning, large and small group instruction, team teaching, and independent study.

The Abington School District is requesting funding for this proposal to enable it to:

1. Release certain teachers and retain certain personnel to modify the curriculum materials to meet the objectives as indicated above and to develop special individualized learning units based on those materials.
2. Retain certain consultants to advise on the preparation of such materials.
3. Hire teacher aides to work in Learning Resource Centers, assisting students who need help in locating and using such materials.
4. Provide for the research and evaluation of the program.
5. Demonstrate all aspects of the program to teachers and administrators from public and private schools and teacher-training institutions.
6. Disseminate the materials and the results of the program to interested members of the profession.

199/200

ABINGTON HIGH SCHOOL NORTH CAMPUS

Abington, Pa.

STUDENT QUESTIONNAIRE ON NORTH CAMPUS PROGRAM

To the student: We are interested in your opinions about the various aspects of the North Campus program so that we can find ways of improving our school. We would like you to answer each question below as carefully and as honestly as you can. Try to think of each question separately, and don't let your answer to one question affect the way you answer the next. Also, try not to let your feelings about your teachers and your courses influence the way you answer these questions about the school program. We very much appreciate your help with this questionnaire.

Your Grade: 9 _____ 10 _____

1. The modular schedule: Do you prefer a period schedule or a modular schedule? In a period schedule the day is divided into periods of 40 or 45 minutes and almost all classes are one period long. In a modular schedule the day is divided into shorter units of time (23 minutes at North Campus) and classes meet for varying lengths of time (1, 2, or 3 modules at North Campus.)

_____ I prefer a period schedule.

_____ I prefer a modular schedule.

_____ I like them both the same.

2. Large group instruction: Most junior high schools use only class groups of 25-30 for their teaching and do not use large-group instruction. North Campus uses large-group instruction (for groups of 50-200) in many subjects such as English and social studies. Which do you prefer?

_____ I prefer the junior high system of not using large groups.

_____ I prefer the North Campus system of using some large groups.

_____ I don't have any preference.

3. Small group instruction: Most junior high schools have small groups as part of a class session only occasionally when the teacher wants to divide the class; North Campus schedules the small group as a regular part of the schedule in English, social studies and other subjects. Which do you prefer?

_____ I prefer the junior high system of having small groups only when the teacher feels like dividing the class.

_____ I prefer the North Campus system of actually scheduling the small group as part of the schedule.

_____ I don't have any preference.

STUDENT QUESTIONNAIRE ON NORTH CAMPUS PROGRAM

4. Independent study: Most Junior high schools do not have independent study time, but give the student a full schedule of classes and activity periods; North Campus has an extensive independent study program. Which do you prefer?

_____ I prefer the junior high system of a full schedule of classes and activity periods.

_____ I prefer the North Campus system of independent study.

_____ I don't have any preference.

/dm

ABINGTON HIGH SCHOOL
NORTH CAMPUS
Abington, Pennsylvania

To the student: We are interested in your opinions about the club and activities program at North Campus. Please complete this questionnaire as honestly and carefully as possible. The results of the survey will be made available to you through the Ghost Post.

Part I. Directions: Please supply the following information in the space provided.

1. Grade _____ 2. Adviser Rm. _____ 3. Boy/Girl _____ 4. Do you ride a school bus to school? Yes _____ No _____ 5. Which Junior High School did you attend?
_____.

Part II. Directions: Please list below all the clubs, sports, and activities in which you participate. If you hold any office, indicate what that office is.

<u>CLUB/ SPORT/ ACTIVITY</u>	<u>OFFICE HELD</u>
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____

Part III. To be completed by all students. Directions: Complete the following statements by checking the appropriate phrase.

1. At North Campus

- _____ a. there is not enough information about the clubs and activities program.
_____ b. there is enough information about the clubs and activities program.
_____ c. not sure.

2. The clubs and activities at North Campus

- _____ a. seem to do a lot.
_____ b. don't seem to do anything.
_____ c. not sure.

Part IV. To be completed only by students who are members of some club or activity. Directions: Same as Part III.

1. The clubs and activities in which I participate have sponsors.

- _____ a. who really enjoy being associated with the groups.
_____ b. who do not seem to enjoy being associated with the groups.
_____ c. not sure.

2. The clubs and activities should meet

- _____ a. less often.
_____ b. more often.
_____ c. as often as they do now.

Part V. To be completed only by students who are not members of some club or activity. Directions: Check yes or no.

1. I tried to join a club this year, but was denied membership because I was out for a sport or played in the band and could not attend all meetings.

_____ Yes _____ No

2. (to be answered by bus students only) I don't participate in clubs or activities because I must wait for the 4:45 buses.

_____ Yes _____ No

Part VI. List below any new clubs or activities which you would like to see started at North Campus and list any comments you would like to make.
(Use back of sheet)

ABINGTON HIGH SCHOOL
North Campus
Abington, Pennsylvania

INDEPENDENT STUDY

Student Evaluation - Short Term, Independent Study Courses

1. What purpose did you have for taking this course? (check one)

- ☐ curiosity over a new subject
☐ to learn more about a subject in which I am already interested
☐ the instructor appeals to me
☐ I thought it would help me in a related required course
☐ my friends were taking it
☐ other (explain) _____

2. Schedule

- (a) How many modules per week does the class meet? _____
How would you rate this? ☐ not enough ☐ just right ☐ too often
(b) For how many weeks is the course scheduled? _____
How would you rate this? ☐ not long enough ☐ just right ☐ too long

3. Physical factors

- (a) Was the class ☐ too large, ☐ too small, ☐ just right?
(b) Was the meeting place in a ☐ good location, ☐ poor location,
☐ satisfactory location?

4. What did you like best about the course? _____

5. What did you like least about the course? _____

6. How would you rate the course? ☐ excellent ☐ satisfactory ☐ unsatisfactory

7. Do you think this course should be offered as a special course on a regular basis? ☐ yes ☐ no

8. Are there any other special courses you would like to see offered? Give name or a brief description. _____

Any additional comments: _____

2014

INDEPENDENT STUDY QUESTIONNAIRE

Grade _____ Boy _____ Girl _____ Have you received one or more failure warning notices so far this year? Yes _____ No _____

1. Count up how many "Free" mods you have each week then encircle the range in which that number falls.

Between
11 - 15

Between
16 - 20

Between
21 - 25

Between
26 - 30

2. Do you think you have just enough independent study time, not enough, or too much?

_____ just enough _____ not enough _____ too much

3. How much "Free" time do you spend in each area? Encircle the number of mods that show best how you spent your time last week.

English Center	1-2	3-4	5-6	Reading Center	1-2	3-4	5-6
Social Studies	1-2	3-4	5-6	Phy.Ed. Centers	1-2	3-4	5-6
Math Clinic	1-2	3-4	5-6	Music Centers	1-2	3-4	5-6
Science Clinics	1-2	3-4	5-6	Art Centers	1-2	3-4	5-6
For.Lang.Centers	1-2	3-4	5-6	Home Ec.Clinics	1-2	3-4	5-6
Business Centers	1-2	3-4	5-6	Ind.Arts Centers	1-2	3-4	5-6

Library	1-3	4-6	7-9	10-12
Commons A	1-3	4-6	7-9	10-12
Commons B	1-3	4-6	7-9	10-12
Commons C	1-3	4-6	7-9	10-12

4. As centers are being furnished with more materials and equipment, we need to know which are being used. Put a check beside each item you used last week.

Tape recorder _____	Cartridge Proj. _____	Typewriter _____
Record Player _____	Film strip view. _____	Reading accel. _____
Movie Proj. _____	Slide Projector _____	Microscope _____
Books _____	Newspapers _____	Programed texts _____
Records _____	Filmstrips _____	Tapes _____
Magazines _____		

5. If you had the time, help, and were interested in a project, which kinds would appeal to you most?

Write research papers _____	Conduct community research survey _____
Perform lab experiments _____	Collect materials or specimens _____
Build a model _____	Write an original play _____
Create an original work of art _____	Design a house plan _____
Perform field work _____	Keep a progress chart _____
Construct electronic equipment _____	Make a chest of drawers _____

Other _____

 (Describe)

Abington High School
Abington, Pennsylvania

Allan A. Glatthorn
Principal

Student Survey of Individualization of Learning

Please complete this questionnaire in terms of the class in which it has been distributed to you. We are interested in finding out how the school can help you learn more effectively. Your frank answers to the items below will help us improve your program. Do not identify yourself or your teacher; in no way is this a rating of your classroom teacher.

1. Your grade in school: ____9 ____10 ____11 ____12
2. _____ Subject in which this survey is now being administered.

REMINDER: Answer the following questions only as they relate to the subject you have just noted.

Circle appropriate answer:

3. In this subject I find that the pace or speed at which we must cover material is: too fast too slow just right not sure.
4. In this subject I find that the work is: too easy too hard just right not sure.
5. In this subject I find that the material is: very interesting somewhat interesting not very interesting.
6. In this subject I believe the work:
____ a. will be very useful to me in the future.
____ b. will be somewhat useful to me in the future.
____ c. will be little use to me in the future.
____ d. not sure.
7. In this subject I believe the teacher:
____ a. does not know me very well.
____ b. knows me quite well.
____ c. knows me but I'm not sure how well he knows me.
____ d. not sure.
8. What I need to succeed in this subject I learn:
____ a. mostly in class.
____ b. in class and in study time during school.
____ c. during school study periods, and at home.
____ d. mostly at home during study hours.
9. What could be done to help you learn this subject more effectively?

Special Learning Centers
Objectives 3-6
Mater. Devel. Obj. #76

Abington School District
Evaluation Title III
Research Center

INVENTORY OF EQUIPMENT

IN

LEARNING CENTERS

1. Name of Learning Center _____
2. Name of Aide _____
3. Is a teacher assigned to the center? Yes _____ No _____ How many modules? _____
4. Please list the following:

<u>Furniture</u>	<u>Number</u>
Student desks	_____
Student chairs	_____
Tables	_____
Individual Study Carrels	_____
Shelves	_____
Bookcases	_____
Other - please specify (use back of page if necessary)	

<u>Audio - Visual Equipment</u>	<u>Number</u>
Cartridge Tape-Recorder/Player	_____
Cartridge Movie Film Projector	_____
Filmstrip Projector	_____
Filmstrip Viewer	_____
Reel Tape Recorders	_____
Record Players	_____
Video Tape Recorders	_____
Dial Access Carrels	_____
Slide Projectors	_____
Multiple Listening Stations	_____
Others - Please Specify (use back of page if necessary)	

Jan. 1968

Inventory of Equipment in Learning Centers

Page 2

How Does
Student
Obtain
Materials

4. Please list the following: (continued)

Frequency Of Use				List of Individ- ualized Learning Materials	Name of Materials	No of copies	Enrichment	Basic Content	Remedial	How Does Student Obtain Materials	
*M	*F	*I	*N							Help Self	Ask Tchr
				1. Teacher Developed Material							
				a. Tape							
				b. Film							
				c. Unipack							
				Other - please specify							
				2. Commercially Pre- pared Materials							
				Maps							
				Programmed Texts							
				Filmstrips							
				Recordings							

Jan. 1968

Inventory of Equipment in Learning Centers

Page 3

How Does
Student
Obtain
Materials

4. Please list the following: (continued)

Frequency Of Use				List of Individ- ualized Learning Materials	Name of Materials	No. of copies	Enrichment	Basic Content	Remedial	Help Self	Ask Tchr.
*MF	*F	*I	*N								
				2/ Commercially Prepared Materials							
				Films							
				Games							
				Paperback Books							
				Demonstration Kits							
				Laboratory Materials							
				Pictures							
				Other Please specify							

*Key - MF - Most Frequently
 F - Frequently
 I - Infrequently
 N - not at all

Jan. 1968